

Volume 27

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Number 115

GEARING SECONDARY SCHOOLS FOR VICTORY



War-time activities in secondary schools, including
programs designed to promote the war
effort and to ensure people of
a lasting peace through
education.

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THE NATIONAL ASSOCIATION OF
SECONDARY-SCHOOL PRINCIPALS

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Manpower

Money

Materials

Show Working Students How to Contribute to the Solution of These Three Problems

FIRST—*Plan an educational program* during the last weeks of school which will teach how to save, the need for systematic savings, the advantages of planned savings. English, mathematics, business, and social studies classes can contribute to these understandings.

SECOND—*Encourage students to budget their earnings.* Explain the payroll savings plan for the purchase of war bonds. Many students without the dependents and obligations of adults are putting over 50 per cent of their wages in war bonds. Regular savings now will provide money for future education, establishment in business, and purchase of new post-war goods.

THIRD—*Make a fall check up* of savings records to insure fulfillment of the summer work-and-save plan.

SUMMER SAVINGS

MANPOWER—MATERIALS—MONEY. Students who work during summer vacation will contribute to the solution of these three major problems. Their labor will replace men on the fighting front. Their work on farms or in factories will increase the production of food or war-time goods. Their earnings converted to war savings will aid in the fight against inflation and will provide security for the future. To make their full contribution to the war effort all young workers must see the inter-relation of these three problems, as well as their own responsibility in solving them. How can school administrators increase such understanding?

First, plan an educational program which will teach how to save, the need for personal savings, the importance of systematic savings, and the advantages of planned savings. English, mathematics, social studies, and business classes may contribute to the understanding of current economic and financial problems in terms of personal earning and budgeting.

Second, encourage students to budget their earnings. Wage earners, who may make as much as \$1.75 an hour in a near-by munitions plant, must buy bonds regularly. These young workers can see the wisdom of saving now for college education, for technical training, or for establishing themselves in business. Without the dependents or obligations of an adult, the high-school wage-earner should save more than the adult average of ten per cent. Why not help him to make a contract with himself to buy bonds on schedule, dating in advance the items in a *Bond Ownership Record Card* to guarantee systematic savings?

Third, make a fall check-up of savings records to assure the fulfillment of the summer work-and-save plan. A young worker may be encouraged to keep a budget by the knowledge that there will be a day of accounting for members of the school community.

San Diego Schools in the War*

CHARLES J. FALK

Curriculum Co-ordinator, San Diego City Schools, San Diego, California

THE CURRICULUM revision program in the San Diego City Schools is a continuous process. During the national emergency, however, and particularly after the beginning of the war, the revision program was accelerated to meet new needs of pupils in a nation at war. Any statement of the current curriculum situation during this war period will, of course, be valid for a brief time only. Changes occur with great rapidity. Therefore, it is necessary to report the status of school work more frequently than heretofore. The following report considers not only the curriculum but certain extracurriculum activities and the teacher-training program as well. Its general organization follows.

CURRICULUM CHANGES DUE TO THE WAR

I. Aviation Education

A. Introduction to Aviation (the Pre-Flight Aeronautics Course)

1. Preliminary Plans

a. *Consultant's visit to San Diego*—Dr. Frank W. Hart, National Consultant for the U. S. Office of Education, presented in general outline the needs in aviation education at a meeting of the administrators of the San Diego City Schools on May 12, 1941. A month later Dr. Hart talked to the whole teaching staff on aviation needs. Immediately after, machinery was established for the introduction of a Pre-Flight Aeronautics course open to juniors and seniors in high school. Besides, aviation materials began to be gathered and prepared for use in many and varied classes from the elementary school to junior college.

b. *Teacher training*—The first important problem involved in the offering of the Pre-Flight Aviation course was that of the training of aviation teachers. Scarcely second in importance, was the problem of retraining teachers after they were trained to do this teaching. For example, one of the teachers trained in the Summer Curriculum Development Center in San Diego was called to the service immediately at the close of vacation before he had taught at all. Nevertheless, a staff of eight aeronautics teachers was trained at the nearby universities and in the Summer Curriculum Development Center of the San Diego City Schools.

c. *Materials*—Before the publication of U. S. Office of Education Leaflets 62 and 63 and before the publication of the Macmillan Series and other books of this nature, much of the material in Pre-Flight Aviation courses was gathered by the prospective teachers themselves. These teachers also shared

*The program herein described has been developed under the direction of J. D. Conner, Assistant Superintendent of Schools in charge of Instruction, San Diego City Schools, San Diego, California.

materials with mathematics teachers and science teachers, who were working in our Summer Curriculum Development Center, so that in mathematics and science classes aviation materials and aviation problems could be presented. Among these materials the following may be included:

Aeronautics—Ross Evans

Eighth Grade Arithmetic, Unit on Aviation—Andrew B. Gallant

Suggested Method of Teaching Aeronautics—O. F. Heckelman

Aviation in Our Modern World—Winifred Perry

Ratio and Proportion and Their Relation to Aeronautical Problems—Gertrude van Eizenga

2. *Schedule of Classes, Enrollment, and Students:*

a. *Schedules*—At the opening of school in September, each senior high school offered at least one course in Introduction to Aviation (Pre-Flight Aeronautics). The course was open to students in the 11th and 12th grades. Some schools, particularly San Diego High School, set up science and mathematics prerequisites for the course. Other schools enrolled pupils without as much concern for prerequisites. However, the latter schools used the regular counseling procedure to select pupils with sufficient ability to do the work of the course satisfactorily.

b. *Prerequisites*—Where there were prerequisites, these generally consisted of at least two years of high-school mathematics and one year of senior high-school science.

c. *Length of course*—In most high schools the introduction to aviation course is a two semester course. However, at San Diego High School, it is a one semester intensive course for selected students.

d. *Outline of course*—In general the outline of the aviation course follows *Science of Pre-Flight Aviation*, Education Research Group, Teachers' College, Columbia University (Macmillan, 1942). In some schools, particularly Herbert Hoover High School, *Elements of Aeronautics* by Pope and Otis (World Book Company) is used as the basic text.

e. *Enrollment*—The enrollment at the present time in the aeronautics classes in the high schools is as follows:

San Diego High School	Pre-Flight Aviation	24
Herbert Hoover High School	Science of Aviation	18
Pt. Loma High School	Science of Aviation	33
Kearny Junior-Senior High	Science of Aviation	19
La Jolla Junior-Senior High	Aeronautics	29

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f. *Student plans*—After the course was well on its way, a check was made of the goals that the enrolled students had. In almost all classes, very nearly 100 per cent of the students wish to be airplane pilots or at least bombardiers

or navigators. However, almost 50 per cent of the students in the classes were willing to work with the ground and maintenance crews should their physical conditions be such as to deprive them of the possibility of being pilots.

g. *Health information*—In most of the classes, students studied and discussed the health requirements for aviation. In the latter part of the fall, arrangements were made to have a physician, who has made a study of the health requirements and the hazards to health in aviation, present to the classes materials that will enable students to understand ahead of time what type of aviation service they may be able to render with the physical stamina that they bring to aviation.

3. *In-Service Training of Aeronautics Teachers*

a. *Meetings*—Since the beginning of the school in September, the aeronautics teachers have been meeting regularly to obtain and share teaching aids and expert information from specialists.

b. *Special aids*—In San Diego we have been able to bring Dean Blake, Associate Meteorologist of the U. S. Weather Bureau, and Mr. Louis Thompkins, Assistant Educational Director, Consolidated Aircraft Corporation; Mr. George Pounden, teacher of Aircraft Mechanics at our San Diego Vocational School, to discuss particular problems. Each teacher is also conducted through two lengthy tours of Consolidated Aircraft under the expert guidance of Mr. Thompkins.

c. *Aircraft engines*—All teachers of Introduction to Aviation will find it possible to take a short unit course in Aircraft Engines at the San Diego Vocational School.

4. *Teaching Aids*

a. *Plane identification*—At the present time, the Visual Instruction Center of the San Diego City Schools is preparing silhouettes of various types of planes, particularly Japanese, German, and other enemy planes, as well as American and British planes. These silhouettes are being mounted on flash cards for use in the aviation classes. Besides the silhouettes, the schools have been able to use still films of our own and foreign planes. Instruction in plane identification is important because it is a slow process and extreme accuracy in identification is needed on the part of all aviation workers.

b. *Supplementary aids to teachers*—The Vocational School library was from the beginning able to supply aviation teachers with a considerable amount of Civil Aeronautics Authority material and other books on aviation and aviation engines. More recently it has been possible to purchase through Consolidated Aircraft Corporation one copy of the AITI course in aviation instruction and other similar courses prepared for employees and workers in the aviation industries. These materials have proven to be of very great value to the teachers.

5. *Introduction to Aviation Production*

a. *Plans for pre-construction classes*—After consultation with Mr. Thompson of Consolidated Aircraft, it became clear that the schools should offer not only pre-flight courses but pre-construction courses. Plans are being laid at the present time for the introduction into the industrial arts classes of such pre-construction courses. The general content of such courses would consist of an explanation of the aviation industry, a breakdown of its organization, information concerning large assembly-line production, and instruction in some special skill or skills and guidance of students so that they may use their skills to the best advantage.

b. *Vocational School courses*—The pre-production courses would naturally prepare boys and particularly girls for more elaborate courses in the San Diego Vocational School immediately prior to their induction into the aviation industry.

II. Mathematics

A. *Arithmetic*

1. *Testing Program*

San Diego City Schools test the arithmetic achievement of pupils during the fourth and sixth grade by standardized achievement tests. Furthermore, next May and June, all pupils who are finishing the eighth grade will be given an achievement test to ascertain the relationship of their accomplishments to the accomplishments of children in the rest of the United States. Besides these standard achievement tests, San Diego City Schools gives the San Diego Survey Test in Arithmetic to all pupils who are finishing the eighth and eleventh grades. Most junior high schools and senior high schools require pupils who do not pass the survey test satisfactorily to take remedial courses in the ninth or twelfth grades.

2. *Ninth Grade Arithmetic*

The Central Curriculum Council of the San Diego City Schools has established the policy that most pupils be required to take some mathematics course in the ninth grade. In many schools, Junior Business Training has given way to a course in straight arithmetic; and in all junior high schools there is a remedial arithmetic course in the ninth grade for those pupils who did not show satisfactory achievement on the Survey Test given at the end of the eighth grade.

3. *Senior High School Arithmetic*

Commercial arithmetic continues to be taught in all senior high schools. The practice of teaching remedial arithmetic varies in the several high schools. Some offer the remedial work to juniors and seniors only, some do the large share of the remedial work in the tenth grade. The endeavor, however, throughout the whole system is to see that the high-school student has achieved

his or her utmost in arithmetic before graduation from high school. The number of high-school students who take higher mathematics is discussed under the next point.

B. Algebra, Geometry, and Trigonometry Courses

1. Enrollment

There has been a slight increase in enrollment in algebra, geometry, and trigonometry. The Mathematics Steering Committee is working with counselors to see that the enrollment increase is still more.

2. Revision of the Algebra, Geometry, and Trigonometry Courses

The armed forces of our country have stressed the need of more mathematics, particularly for officers and enlisted men. The consultants from the armed services, however, have not been able in all cases to point out to high-school teachers what particular phases of the algebra and geometry courses are of more practical value in the armed services and what phases and problems are of less importance.

An attempt to arrive at a basis for revision was made in the San Diego City Schools by presenting a check list to all teachers of algebra, geometry, and trigonometry courses. Many items of considerable interest were discovered. The following are typical. Most teachers felt that trigonometry courses were of very little use in everyday life. Some even felt that such courses were of little value to the industrial workers. All, however, felt that trigonometry was of considerable importance in defense industries, in the armed services, in aviation, and, in general, in the work of pilots, navigators, bombardiers, military officers, and engineers. Most trigonometry teachers, however, believe that trigonometric identities and equations and the applications of trigonometry to algebra were of lesser importance than the other units usually taught in plane trigonometry courses. It was agreed that even for the draftee, the enlisted man, and industrial worker as complete an understanding of the right triangle as possible should be a major objective.

There has been some discussion about the value of plane geometry courses. In some respects, the plane geometry course as now taught is a course in logic rather than practical instruction for use in the shop and in aviation.

3. Counseling Procedures

A program is being launched in the San Diego City Schools to counsel more pupils into advanced algebra, solid geometry, and trigonometry, if the counseled pupil seems able to follow these courses. It has been discovered that pupils are sometimes deprived of such courses because of local graduation requirements or college entrance requirements. These requirements, for the time being, can be ignored.

C. *Basic Mathematics for Seniors*

The Mathematics Steering Committee is proposing to the Central Curriculum Council that all high schools offer a course in Basic Mathematics as outlined in Betz's *Basic Mathematics* (Ginn and Company) and Hart's *Basic Mathematics* (D. C. Heath and Company) to any senior who has had at least one year of algebra. Such a course would give a quick review of the difficult problems in arithmetic and beginning algebra and would then proceed through the most useful parts of plane geometry, advanced algebra, and even solid geometry and trigonometry. At least the larger high schools in San Diego are now experimenting with these courses.

III. Science

A. *Enrollment in Science Classes*

The figures below indicate the percentage of total enrollment, while for the junior high schools the figures indicate the percentage of ninth-grade students. Kearny is a new school with few laboratory facilities.

Senior High Schools

School	1941	1942
Hoover	42.5	47.2
San Diego	44.4	47.6
Kearny	None	19.1
La Jolla	40.0	49.0
Point Loma	31.6	34.9
Average	39.6%	44.7%

Junior High Schools

School	1941	1942
Mann	None	34.3
Memorial	None	8.4
Pacific Beach	28.9	61.8
Roosevelt	None	39.9
Wilson	None	46.1
Average	5.8%	38.1%

B. *Physical Science*

The teachers of physics find that they are far better able to contribute to the war effort than, for example, teachers of chemistry and biology. Many of these teachers spent the summer vacation preparing instructional material related to aviation education.

C. *Science Steering Committee*

The San Diego City Schools Administration and the Science Steering Committee are at the present time dealing with such vital problems as:

- How to replace science teachers who are being drafted, leaving for military commissions, or for more attractive industrial offers.
- How to adapt instructional procedures to utilize aviation and other war activities as the medium for instruction in science principles.
- How to select from unlimited field of science those immediately important learnings in view of the war situation.

- d. How to train in-service new teachers with limited training and experience in science who are being assigned to fill places of those lost as mentioned above.
- e. How to provide boys in science courses with some of the fundamental training they should get in the course Introduction to Aviation but which they are not getting because of the few classes and limited enrollments now existing.

IV. Vocational Education and Industrial Arts

A. Vocational School

The Vocational School is offering a great variety of courses in many and varied locations of the city. At the Spreckles Building training for distributive occupations is given. At the Trade Division, 348 W. Market Street, regular trade courses, such as Aircraft Engines, Aircraft Machinist, Aircraft Inspection, Hydraulics, Applied Aircraft Electricity, Automobile Body and Fender Reconstruction, Boat Building, Carpentry, Cabinet Making and Mill Cabinet, Drafting, Dressmaking, Electricity, Machine Shop, Navigation, Plumbing, Radio, Tool and Die Making, Sheet Metal, and Welding. The work in the Ford Building in Balboa park is given over entirely to training in defense industries. Besides, classes are held at North Island (Navy), in the Consolidated Aircraft plant, and other strategic locations in the city, are offered.

Since July, 1940, 80,000 persons, young and old, men and women, have received training at the Vocational School. It has made it possible through vocational courses of high-school level for the high-school student to prepare himself for military services. It has provided supplementary and up-grade training in all trade and commercial fields and raised the level of skill of personnel. It has through its production training program produced since July, 1942, a million assembly details now flying in bombers and other aircraft.

B. Industrial Arts

The industrial arts departments in the secondary schools have worked on hundreds of projects, resulting in thousands of units of production such as 2,000 model airplanes for the military services, 625 stretchers, and games and recreational equipment for military camps.

C. Pre-Induction

Special pre-induction classes for women qualifying them to enter war production lines have been established.

D. Revision of Courses

All industrial arts courses have been revised in light of military needs. Course material has been developed through careful study of the training programs of the army and navy.

V. Physical Education and Health

A. Physical Education

1. Calisthenics

The physical education program is going from a free play type of activity to supervised health and body building exercises. The amount of exercise given at each grade level depends upon the physical stamina of pupils at this grade level. At the beginning of every physical education class in secondary schools, there is a period when the exercises which are used by the navy and other armed forces are given to all boys in these classes.

2. Obstacle Courses

All senior high schools are being provided with obstacle courses so that physical education instructors can give a type of commando instruction which would prepare students for climbing trees, scaling walls, and similar activities.

B. Health Education.

1. Examinations

Two physicians from the Health Education Department spend the mornings of every day in the week giving health examinations to individual pupils at all grade levels.

2. Discovering Health Defects

The physician who directs the Health Education Department has met with physical education instructors to give them information on discovering health defects. There is a greater alertness on the part of all physical education instructors to segregate health deficiencies and to assist the pupils in correcting these deficiencies.

3. Health Curriculum

- a. All secondary schools offer courses in child care and home nursing.
- b. The Health Education Department provides health information to all types of classes at all levels. This information is integrated by the teachers into the regular classroom work. Due to the war, teachers are much more health conscious and now use this material more than they have in the past.
- c. All health information heretofore provided to elementary schools is being studied and reallocated for changed grade levels.

4. Health Bulletin

Each week there is issued by the Health Education Department a teacher's bulletin on some phase of health education, such as "Nutrition in War Time," and "Symptoms of Physical Defects, and Deficiencies."

VI. Home Economics

The curriculum changes in the Home Economics Department revolve around the following items: buying in wartime, price ceilings, OPA regulations, problems growing out of rationing, voluntary conservation of food and clothing, health conservation through nutrition, home nursing, and first aid.

VII. Social Studies

A complete revision of the social studies curriculum is underway. The curriculum in the junior high school in particular is being revised. Throughout the entire social studies program, however, geography and the global nature of the present war are emphasized as are the reasons for the struggle, the position of a democratic government in a war with totalitarianism, the aims of the Allies, the current progress of the war, peace proposals after the war, and a study of new governmental agencies, such as the OPA, and the OCD. There is also particular emphasis at various grade levels on Inter-American relations.

VIII. English and Library

Reading and vocational study have been directed toward further understanding of the war.

IX. Art and Music

A. Art

War posters are made in the art department as are model airplanes and drawings of planes.

B. Music

Patriotic songs and patriotic music for orchestras and bands are a natural outgrowth of the war situation. The entire music department of the city schools, however, has been encouraging better Inter-American relations by the use of the Pan-American theme.

X. Adult Education

A. Regular Classes

The Adult Education Department continues to conduct its regular program in elementary, high school, and junior college instruction for adults. Citizenship classes, classes for the foreign-born, and social-civic training received more than usual emphasis.

B. Civilian Defense

An extension civilian defense training program was established by the San Diego Defense Council and the Adult Education Department of the city schools. Defense classes, on the whole were taught by volunteer teachers, although a number of these classes were incorporated into the regular adult education program.

Civilian defense training fell into three classifications; basic training, first aid, and special duty training. Training in fire protection, with explanations of incendiary and high explosive bombs, was given. There were also lectures on gas warfare, as well as standard and advanced courses in first aid. Approximately 210 classes in first aid were provided by the Board of Education between January and June, 1942.

The number of people trained during this period follows:

Auxiliary Police	2,000
Auxiliary Firemen	650
Rescue Squads	125

Messengers	700
Drivers	120
Air-raid Wardens	5,141
Fire Watchers	691
Stretcher Bearers	210
Demolition and Road Repair	2,000
Total	11,637

C. Victory Corps

A city-wide Victory Corps organization has been established by the Board of Education. A city-wide Council of the Victory Corps made up from directors in each of the senior high schools and students from each of the high schools chart the course of the Victory Corps throughout the city. Besides the general council, there is a citizens' advisory committee which serves as a guidance agency and a source of community suggestions.

Each senior high school has its Victory Corps with its own director and school council consisting of the director, faculty members and students. Up to the present time, general memberships alone have been granted to students. Membership in specialized fields will be granted to students during the spring of 1943. Insignia is furnished by the Board of Education.

D. Re-Training of Teachers

A decrease has taken place in the enrollment of students in art and music classes, foreign languages, and certain cultural subjects. This decrease has been so noticeable that certain teachers who have specialized in these fields have found it necessary to retrain in a new type of teaching, such as mathematics, science, mechanical drafting, and blue print. Co-operation in the retraining program has been given by nearby universities; however, San Diego City School used its Summer Curriculum Development Center to retrain teachers during the summer and its regular curriculum revision program to retrain teachers during the school year. Teachers who are retrained generally receive salary hurdle credit for the work they do in retraining or in new course construction.

E. Extra Curriculum and Direct Contributions to the War Effort

The regular extra curriculum activities are for the most part carried on where they do not conflict with the transportation problems and other war necessities. Furthermore, added emphasis has been given to assembly programs for Navy Day, Pearl Harbor Day, and the like. Some of these programs have been worked out jointly between high schools of the city and the armed services.

The schools have naturally made many direct contributions to the war effort. These are briefly outlined as follows: salvage, sale of defense stamps, staff purchase of bonds, Red Cross courses, sewing, knitting, and weaving for the Red Cross, making of model airplanes, making of puzzles and games for enlisted men, winding of bandages, making of stretchers, and sugar and gasoline rationing.

Schools, Teachers, and Civilian Defense*

KENNETH L. HEATON

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FIVE HUNDRED thirty-three days have passed since Pearl Harbor. During these days, teachers and school administrators have struggled to make intelligent adjustment of the curriculum of schools and colleges to war-time demands, have taken on an extra load of classes and other professional responsibilities, have faced many uncertainties as to the future of educational institutions, and have in many instances seen even the oldest guarantees of personal security crumble before their eyes. Students, even more perhaps than faculty members, have felt the impact of the war. They have worked long hours to keep up with the accelerated curriculum, have given up summer vacations to help in war industries and on the farm, have seen friends and sweethearts leave for service in the armed forces, have faced insecurity and the threatened destruction of all their plans for the future. These have not been easy days for any of us.

But during this same period of time we have been spared many of the horrors, the losses, and the suffering of war. We have not seen a Battle of Britain, a Stalingrad, a Bataan. We have not found it necessary to spend night after night among the 17,000 cots in the chalk cliffs of Dover, with the drone of engines, the whistle of falling shells, and the explosion of bombs to soothe us to sleep. We have not seen our homes and schools destroyed by night raids, or our frontiers converted into battle grounds. It is our hope that these things will never occur on American soil. But, because in this war so many unexpected things (like Pearl Harbor, for example) have already happened, it would seem better to be prepared for something that never occurs than to have something unexpected happen and to be unprepared. It is this attitude of mind which motivates the millions of workers enrolled for civilian defense activities. It is the attitude which undoubtedly motivated your program committee to invite me here to speak to you tonight.

Civilian Protection is an organized effort of citizens throughout the country to prepare themselves for effective action in case of enemy attack, and if possible, to make the probable outcome of direct enemy action against our country seem so unprofitable that such action will not be attempted. To achieve this end, 13,658 communities, in the forty-eight states, have established local Defense Councils to unify local war planning and to institute protective measures. The great mass of our population has attempted to prepare itself to function efficiently in an organized plan of action, to avoid panic, to protect

*A paper read at the Fifty-Second Annual Meeting of the Harvard Teachers Association, Cambridge, Massachusetts, March 16, 1943.

persons from injury, to extinguish incendiary fires before they start conflagrations, to rescue trapped persons, to render first aid and hospitalize the wounded, to provide shelter for those rendered homeless, and in every possible way to minimize the effects of emergencies.

In the time allotted to me I should like to speak very briefly of the very important role which schools and the school man have played in this program.

PROTECTION OF PUPILS, TEACHERS AND SCHOOL PLANT

It goes without saying that the first responsibility is a responsibility for protection of pupils, teachers, and the physical plant of the school. This involves particularly the providing of shelters for children and staff. This is not always an easy assignment. In selecting shelters each individual school may present a separate problem of planning. Consideration must be given, for example, to two important questions which must be answered: *First*, how much time *will be available* to get children to a shelter if there should be a raid? *Second*, how much time *does it take* for children to reach the nearest adequate shelter?

Neighborhood hazards also represent an important element in planning. These include nearness to industrial targets which may attract enemy action, nearness to residence or business property of inflammable construction, proximity to such landmarks as hills, tunnels, rivers, and bridges. All are important in differentiating between schools from which pupils should be sent home, and schools in which pupils should be retained if there should be a raid.

School buildings themselves differ from one another in the hazards they present to pupils and to themselves. They differ in type of construction, in number and safety of stairways, in amount of glass used in construction, in the presence of chemical laboratories, and other special hazards.

Quite apart from the building and its location is the problem of providing safe transportation for pupils who travel to and from home in school buses which also may be the object of enemy action.

These and many other factors call for the following: (1) a careful study by technically capable persons of each school building and the surrounding neighborhood, (2) the planning of a series of shelters near school buildings and along bus routes, (3) co-operation with parents in the laying of plans, (4) training of teachers, bus drivers, and other school employees in the duties they are to perform if an emergency arises, and (5) frequent drill until a plan of action becomes habitual to all pupils.

CONTRIBUTORS TO THE TRAINING OF MEMBERS OF THE CITIZENS DEFENSE CORPS

Schools and school men are playing a second important role in the development of civilian protection for the community. At the very heart of this national program has been the responsibility for recruiting and training of a civilian army of over five million volunteers who stand ready to go into action if we should be the victims of enemy action. Each of these volunteers has

been required to complete a series of courses involving general orientation and special-duty training. Although much training has been given in state and regional schools, and in special schools sponsored directly by the national OCD in co-operation with the War Department, chief reliance for training has been placed on local communities. The result has been an unprecedented achievement in community organization and a history-making demonstration of the possibilities of adult education. Because the development of the Citizens Defense Corps has depended so much upon training, no other group has contributed as much as the teaching profession to the development of this gigantic army.

The demand for civilian defense training will not end until the war itself is ended. Not only must replacements be trained as workers are called to military service, but those who are already members of the Citizens Defense Corps must be in constant training in order to be ready for any emergency that may arise. This is a war of wits. Each new threat that comes from the inventive mind of the enemy must be met by equal cleverness on our part in preparing the Citizens Defense Corps to minimize the effects of new forms of action against us. The past few months have seen important changes in aerial tactics which have necessitated changes in Civilian Defense organization and training—(1) Bombings involve greater tonnage of bombs (When you read in the papers that 1000 or 2000 tons of bombs are dropped on a single city in a space of a few minutes remember that the estimated total tonnage of all the air raids in Britain during the whole of World War I was only 270 tons), (2) Bombings are concentrated in a few minutes rather than spread over several hours, (3) There are new and increasingly effective combinations of high explosives and incendiaries which destroy the chances to fight fires at the very time when greater numbers of fires are being started and which, in turn, use fires to glide a second wave of bombers to the points where high explosives can be dropped with greatest devastation. The U. S. Office of Civilian Defense is responsible for gathering information about these new hazards from all available sources and by all possible means, for the developing of effective techniques of protection, for the preparation of training materials and plans, and for the providing of field consultation. This is the first essential—the second essential is for training in local communities. Constant drill and training of the more than five million members of the Citizens Defense Corps are necessary if we are to keep prepared.

CONTRIBUTIONS TO CIVILIAN WAR SERVICES

When we turn from civilian protection to that other important phase of the responsibility of the Office of Civilian Defense—the co-ordination and promotion of Civilian War Services—we find another large field to which schools and school men are contributing. In addition to the Citizens Defense Corps there is a Citizens Service Corps. This second large army of volunteers

is available to render any needed service but must often be trained for effective leadership. There are volunteers operating defense council headquarters, volunteer offices, war information centers, speakers bureaus, and group discussion programs; and there are block leaders who must be prepared for effective leadership of neighborhood groups. Other volunteers are working in established community agencies which have increased war burdens and decreased personnel (child care and family security organizations, health services, recreational services). Or, there are volunteers for special war programs such as salvage, war savings, rationing, car sharing, nutrition, war housing, victory gardens, or those who assist in recruitment of manpower for industry and farms. In most of these instances training is a joint responsibility with the other agencies concerned. In the past, training for war services has been more informal and less general in its application but the demands for assistance from teachers and school administrators in training volunteers is likely to be on the increase in the immediate future.

We need hardly mention the many ways in which the emphasis upon war services has already touched the entire program of the public schools. You will hear more of this in the sessions of this conference scheduled for tomorrow. You may not, however, have seen a bulletin recently prepared by the Commission on Higher Education and Civilian Defense which reviews many services of colleges and makes the following statement about new curriculum emphasis.

Many phases of the civilian defense program are such that they can find a place in the college curriculum itself, if there is careful planning and supervision of both service and instruction. Educators are perpetually seeking ways to combine academic preparation and practical experience in the college curriculum. Civilian defense activities may open up new opportunities for such practical experience. Engineering students may learn about building construction by working under competent supervision in the selection of air-raid refuges for the community. Students of public speaking and dramatics have opportunity to practice their skills of expression while contributing to the war effort. Future dietitians, health educators, public health workers, and physicians face local problems of consumer education, work on actual programs for the improving of health and nutrition in the community, help combat local disease hazards, and engage in other efforts to improve the physical efficiency of war workers. Future teachers, psychologists, and other child-care specialists can contribute to the development of nursery schools which will in turn help make possible the release of five million women needed in industry during the coming year. Future social workers, engineers, and municipal officials can help provide adequate living facilities and normal community life for more than four million migrants whose efficiency is being limited because they do not have satisfactory places to live. Students can help in making surveys and improving housing and transportation in crowded cities.

Certain of the general, nonspecialized courses may also be adjusted to war-time demands without loss and with actual benefit to the curriculum. . . .

The results of a nation-wide effort to enlist college personnel in community war effort may revitalize the curriculum of many students and also give to the nation a

better understanding of the potential service of higher institutions to the enrichment and strengthening of community life. It will undoubtedly contribute to that interpretation of **total war** which emphasized **total effort** rather than **total danger**.¹

I hear some people say: "It is wrong to extend community organization and services or to seek social improvement in war times. Let's win the war and then give attention to social reform." That proposition is surely debatable, but we need not debate it tonight. Some of us would be inclined to think that if there is any possibility of good coming out of the tragedy of war that we should encourage its development. At the present moment, however, we are thinking only of the worries and uncertainties, the privations, the extra strain of hard work and worry, the lack of opportunity for recreation and relaxation, the problems of housing and feeding a family, the separation of people from home communities, the separation of families, and all those other problems which come as a result of total war and which are so closely related to human effectiveness. If we are interested only in the efficiency of war production, even then we must be concerned with matters of human welfare. Committees have organized under local Defense Councils not only to insure protection for their homes and factories, to sell bonds and collect salvage, but to make certain that every person is working and living at maximum efficiency. This is basically a problem of community planning—What are the hazards, the maladjustments, the weaknesses, the obstacles to effective living in your community? What can we as individuals and communities do to render the life of every man, woman, and child most effective? This concern of every community for its own constituent members, as well as for the welfare of the nation and of the world at large, is the strength of a democracy.

NEED FOR SPECIALIZED INSTRUCTORS

Educators have not only been called upon to devote their skills as instructors and as experts on school organization, but they have provided other types of specialized service as consultants to cities, states, and regions on various technical problems. Universities and colleges have made the most significant contributions of this type but the schools have also provided such leadership. The attempt is being made to build up a group of specialized consultants who can provide supervision of volunteer workers on any type of emergency which may arise. As new problems arise, or new war hazards develop, other specialists will be added. At present there is need for the following:

- (1) Engineers who can advise on the selection of shelter areas and planning of shelters.
- (2) Designers and engineers who can advise on problems of camouflage and protective construction in areas where such protection is considered desirable.
- (3) Electrical engineers, physicists, and others with special knowledge of illumination to advise with respect to the control of lighting during periods of black-out and dim-out.
- (4) Chemists who can advise on problems related to protection from war gases.

¹*Colleges and Universities and Civilian Defense*, Washington, D. C.: U. S. Office of Civilian Defense, 1942. pp. 6-7.

- (5) Sanitary engineers to assist in the detection of gases, to advise on the decontamination of contaminated areas and of food and water supplies, and to advise on precautionary measures in the field of sanitary engineering.
- (6) Medical officers trained in the medical phases of chemical warfare, and instructors for groups of physicians who wish to prepare for the handling of casualties.
- (7) Physicists, chemists, engineers, and medical faculties interested in the effects of different kinds of bombs upon buildings and upon people, to carry on essential research dealing with the extinguishing of fires caused by various types of incendiaries, the protecting of structures from various types of high-explosive bombs, the treatment of wounds caused by bombs, and others.
- (8) Specialists in problems of municipal government who can advise cities regarding the readjustments in public services necessary to meet emergency needs.
- (9) Specialists in community organization who can help local defense councils so to coordinate the efforts of various organized groups of individuals that they will be able to function most effectively in war services.
- (10) Speakers, group discussion leaders, radio program directors, and directors of dramatic groups who can organize speakers' bureaus, lead discussion groups or give speeches, train discussion leaders, and develop radio or dramatic programs which will improve morale and encourage citizens to co-operate in various phases of the war effort.
- (11) Social scientists (sociologists, political scientists, economists, psychologists, historians) and librarians who can develop materials for use in discussion programs, or who can contribute to work-conferences or institutes for discussion leaders.
- (12) Specialists in journalism and advertising who can advise and assist local officers or committees responsible for informational or publicity activities in the development of local news stories, in arranging pictures and window displays, in planning radio programs dealing with local activities.
- (13) Instructors of commercial art and design who can help on publicity and promotion.
- (14) Nutritionists, home economists, health educators, and agriculturalists who can advise on problems of consumer education, nutrition, and health.
- (15) Physical education and recreation specialists who can contribute to the planning of community programs for the improvement of physical fitness, for the providing of wholesome programs of community recreation, recreational activities for soldiers and sailors, and other programs.

These consultants must already have specialized professional training. Usually they find it desirable to gain supplementary training because there are many new problems which are not common to the peace-time activities and interests of the health educator or the organizer of leadership-training programs.

Faculty members who are willing to serve as expert consultants should seek the best possible opportunity to orient themselves to war-time responsibilities. Many have found it profitable to attend Civilian Protection Schools conducted under the auspices of the Office of Civilian Defense and in co-operation with the War Department and other governmental agencies. If they cannot attend a Federal school which provides instruction in the particular field, there may be state schools. If there is not a school of any kind they should study the best available materials and seek the advice of those who may be

familiar with the civilian defense problems in the field. Specific and exact knowledge is necessary.

Margaret Mead makes an interesting analysis of the American way of participation in war-time activities:²

To win this war we need the impassioned effort of every individual in the country; to get that effort it will be necessary to throw the ball to the people of the small towns and the large, of the farms and the mines. . . . In the first shock after Pearl Harbor, the American people, like children afraid of the dark, wanted Washington to tell them what to do. But such an attitude is neither healthy nor dependable—if a government were foolish enough to want to build upon it. . . . In every branch of the war effort the same thing must be done—each town, each village, each factory, must feel that they are doing more than was asked of them; more, in fact, than the government knew to ask. . . .

This is the point which is forgotten by those who urge that we must streamline America to match a streamlined Germany. Streamlining peoples depends upon the stuff those people are made of. We would be as bad a version of a streamlined population as we would be bad at doing the goose step. It's not our way of walking. . . .

We are fighting (the war) with 130,000,000 Americans who are a very special kind of human material, with very definite qualities. These qualities take special handling. Dies made for aluminum won't work for stainless steel. When we say we have to fight and win the American way, we aren't making a vague moral statement about the superiority of democracy as a way of life over totalitarianism as a way of life. . . . We are saying something more. We are saying a war fought by a democracy has a certain style, certain definite handicaps, certain definite weaknesses, as over against the deadly concentration of a totalitarian state. The only way to compensate for these weaknesses is to use the strengths you have got, and that to the full. . . . Are Americans bad at following orders literally? Then the answer is not to shout the order louder or shoot people who don't obey orders. The answer is to set up a form of organization which depends less on literal orders and more on what Americans are good at—taking responsibility, for instance.

At least ten and twelve years ago totalitarian efficiency led Germany and Japan to make very definite plans for civilian defense and to develop very exacting programs of training for civilian populations. In America we have been at the same task much less than two years. During a few months, however, we have seen a rallying of forces which demonstrates the power of democratic communities to meet emergencies, and also demonstrates the inherent ability of the school to function as a social institution established to meet the educational needs of the community. It is to be hoped that this unprecedented impetus to community organization may result in a more dynamic community life in after-war years. It is equally important that it results in a new sensitivity on the part of the schools to the changing needs of communities and to the potential contributions of education to these changing needs.

²Mead, Margaret, *And Keep Your Powder Dry: An Anthropologist Looks at America*. New York: William Morrow and Co., 1942. pp. 168-170.

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Education and Post-War Planning

DANA P. WHITMER

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POST-WAR PLANS for a better world can only be brought to reality through education. Post-war plans depend for success upon an enlightened citizenry. An enlightened citizenry can be accomplished only through education. This places a tremendous task squarely upon the shoulders of existing educational institutions, and particularly upon the public schools; for, through the public schools alone do the majority of our youth pass. It is, therefore, the responsibility of every forward-looking educator, to give careful consideration to the planning of post-war education and particularly, as it relates to his school. The school must be ready to inaugurate its program as soon as normality begins to return following cession of hostilities.

The basis for the planning of post-war education must be built with an understanding of present educational inadequacies. "The world has changed more in the last century and a half than it did in the preceeding thirty-nine centuries."¹ The progress of the schools does not parallel this change in society. The academic ideals of the schools in 1843 are all too widely accepted today to permit us to feel that education has kept pace with the changing world. The belief that our schools exist only for the purpose of instructing youth in certain inherently valuable academic areas is still all too prevalent.

Since 1922 our high-school population has doubled. For the most part, this was an influx of youth who did not desire or need academic training. To our traditional academic curriculum we added courses and activities to try to meet the needs of these individuals. There can be no question but that in many of the large school systems, excellent curriculums have been developed; however, it cannot be said that this is true of the majority of educational institutions.

A world of united nations must be viewed by the educator as a fundamental requisite to all social studies in our post-war education. The traditional courses in history and geography with the isolationistic viewpoint must be replaced with history and geography courses designed to build this ideal of the brotherhood of man in the minds of the pupils.

It is necessary that our students leave school as individuals who will be able successfully to take their place in society. Proper attitudes of honesty, reliability, and industry must be developed. The responsibilities of citizenship must certainly be understood. The lack of these very attitudes was a big contributing factor to the social upheaval of the '30's and the World War of the '40's. Consequently, in the matter of post-war planning for a new and peaceful world, education must do a big job.

¹Kazmayer, Robert, "Citizenship in the Democracy Today!" *The North Central Association Quarterly*, Oct. 1942. p. 156.

Regardless of how trite it seems, the future citizens of our United States and of our world are in the schools today, and thus education—the schools of today are in a position where they can mold the citizens of tomorrow, the America of tomorrow, the world of tomorrow. The responsibilities of education in the post-war world may be classified into six general groupings.

1. *Physical Health of Youth*

Good physical health of its citizens is a national asset. Thus, the schools must assume responsibility for examining the vision, teeth, hearing, and general physical condition of each pupil in the school. The schools must also assume the responsibility for seeing that physical imperfections thus discovered are remedied. The school must, through the physical education classes, do remedial work for those students who have physical weakness.

2. *School Curriculums Must Be Organized to Fit the Needs of all Pupils*

Specific course requirements for graduation must be eliminated. Those pupils who cannot profit from four years of English, algebra, geometry, language, and the other subjects must be guided into channels where they will be able to develop their talents. Each pupil, upon entering school should receive a battery of aptitude tests to find where his interests and abilities lie. On the basis of these tests, his counselor should guide him into a curriculum suited to his abilities.

To take care of these new needs vocational education programs must be widely expanded. The scope of the industrial arts, the home economics, and the commercial program must be increased. Instruction in electricity, motors and machines, aeronautics, general mechanics, and all kinds of metal work illustrate areas in which the industrial arts program must be broadened.

Practical science and mathematics courses must be developed. These should be distinguished from the present theoretical courses designed for college preparation. The practical course should be an end in itself. The applications of such courses should be an integral part of each course. Pupils who do not plan to attend college will find greater value in such courses than in present theoretical courses.

Industrial training schools must be established in any community in which there is industry sufficiently large to make it worthwhile. Thus, the pupils may prepare themselves in school for a definite industrial job.

3. *Attention Must be Given the Exceptional Pupil, That Pupil of Low Intelligence or Physical Disabilities*

Academic requirements must be removed for these pupils. The training must be at the levels of their mental ability. Many psycho-motor activities should replace academic work. Reading and writing should be at their level. This means that special schools and classes must be established for these exceptional pupils. This is true for those slow-learning pupils as well as for those who are deficient in sight or hearing, or physically crippled.

These pupils should be carefully prepared for a vocation in which they can reasonably expect success. Thus, they can find a suitable place in society and become wholly or partly self-supporting.

It is through this type of organization that all youth will find interest and value in the program of the school. We will then be well on our way to solving the problem of many pupils dropping out of school before they have benefited by receiving an adequate education.

4. *Guidance and Instruction in the "Business of Living" Is a Need That Must Be Met by the Schools*

Vocational training and guidance programs must be generally expanded. The program should consist of three phases. (1) A guidance program based on ability tests to discover the vocational talents of pupils. This should be given to all early in their high-school careers. (2) A guidance program in which occupational information is made available to pupils. Books, magazines, occupational monograph, visitation to industries, and occupational speakers would form the basis for this program. (3) Placement and follow-up. The school must have placement bureaus which will serve as employment agencies. Thus, employers can come to the placement bureaus for prospective employees, and at the same time pupils can register there for employment. The school placement bureau should keep a follow-up record on all pupils. In cases where the pupil has not been a successful employee, the placement bureau will be in a position to guide him to more success in his next employment.

The development of a good personality, the development of the trait of "getting along with others," and the development of the ideals of honesty, reliability, and industry are essential to happy living as well as vocational success. These must be considered by the school to be essential educational aims.

5. *The International Scene*

America must take a leading role in the family of nations following the war if we are to "win the peace." Education must promote the ideals of international brotherhood, so that the United States may have an enlightened citizenry in this respect.

A new history and geography, with less stress on past wars and victories and more stress upon the understanding of the ideal of communities of nations, must be taught. The role of each nation as a co-operating nation must replace instruction in competitive national imperialism.

We should endeavor to become better acquainted with the cultures of other nations. This may be accomplished through the study of literature of all nations, the sociology and economics of the world as well as through history and geography. Our language departments should be expanded to include the study of Spanish, German, and Russian. Assembly programs, film exchanges, travelogues, and descriptive books may all be used to good advantage in developing these understandings.

6. *An Enlightened Citizenship*

Our pupils must be enlightened citizens, recognizing and appreciating the privileges of freedom and democracy. They must also understand that citizenship in a democracy implies certain responsibilities, namely that of intelligent voting, and co-operation in local, state, and national affairs.

It is well that our citizens of tomorrow understand in detail the societies of Nazism, Fascism, and Communism in order that they may be intelligent supporters of our own society. Also, through such understanding they will not be easily misled by rabble rousers and thinly-veiled subversive groups.

CONCLUSION

This, in brief, is a plan for post-war education. Already many educational agencies such as the National Education Association, the United States Office of Education, the National Association of Secondary-School Principals, the Ohio Educational Association, and the North Central Association of Secondary Schools and Colleges are working to have such plans in readiness when the war ends. Each school administrator should be quietly laying his plans. Education is now engaged in helping to win the war—but we should not be ignoring the fact that we have a grave responsibility in preserving the peace which will follow the war.

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Aviation-Education Fundamentals

ROBERT W. HAMBROOK (*Short Snorter*)

Member of the Institute of the Aeronautical Sciences, Fellow of the Royal Geographical Society, Honorary Fellow of the Academy of Model Aeronautics, and Life Member of the National Education Association, Washington, D. C.

AVIATION EDUCATION seems to have "just grew up" like Topsy. For a long time, unfortunately, few people considered the airplane sufficiently important to warrant any special educational attention. Even now, many people fail to recognize its importance in national and international affairs. Those who have been responsible for the present urge in aviation education have been conscious of the lack of information and background in either aviation or education. On the other hand, those with long-time interest and acquaintance with aviation education found themselves so absorbed in work connected with the present emergency that they were unable to give the matter of extending aviation education much attention.

American boys and young men eagerly read such aviation information as books, magazines, and newspapers make readily available. The modern youngster, unlike the average adult, needs no "air stimulating" to develop "air response" in this "air age." Educational authorities need only to "dish out" information on aviation and most boys will "eat it up." But for a number of years the insistent demand of students for aviation courses has asked a perplexing question of both principals and teachers, which usually has been met by a negative answer.

Now, however, because of the dominance of aviation in war zones and the significant achievements of the airplane in frontline areas, the importance of aviation education is becoming more and more realized. But even in recent months, unguided interest in aviation education too often has failed to provide adequate consideration of fundamentals in specific purposes, instructor qualifications, courses of study, selection of students, and necessary facilities for instruction. On the basis of long-time experience in developing some of the fundamentals of aviation education, these subjects are discussed:

1. Aims of Aviation Education
2. Qualifications of Instructors of Aviation Education
3. Aviation-Education Subject Matter
4. Students in Aviation-Education Classes
5. Facilities for Aviation Education

AIMS OF AVIATION EDUCATION

Dr. J. W. Studebaker, U. S. Commissioner of Education, has stated a number of times in public and elsewhere that one reason for success in education is definiteness of aim. In recent years much emphasis has been placed on clarification of educational aims. A great national program of aviation education cannot be carried out unless its purpose is clearly defined. Merely to

make a general statement that an attempt is contemplated to develop air-alertness in the nation without having clearly in mind the specific purpose of this education, would be unfortunate and diffuse.

Nothing in an aviation education program is more vital than a declaration of its objective. Upon this depends the selection of qualifications of the instructor, the contents of the course of study, the type of students enrolled, and the facilities required to carry out the program. Strategy based on specific, carefully considered aims should be given full and proper attention, not only nationally but in each state and locally, in setting up courses to modify the national view on aviation and to acquaint Americans with the function of the airplane in world affairs. Some aviation education aims might be:

1. To supply general information on aviation
2. To provide vocational guidance in aviation
3. To supply the basis for a leisure-time activity
4. To offer pre-induction subject matter for those expecting to enter the air services
5. To provide basic information and training in preparation for entering an aviation occupation
6. To supplement the knowledge and skill of those already in aviation occupations
7. To give ground course information for those expecting to learn to fly
8. To generate aviation interest
9. To supply the required subjects for aeronautical engineering courses in colleges and universities

This list of objectives could be increased manifold by going into detail much further.

The General Aim

In general education the curriculum should allow for at least one course covering aviation subject matter as a foundation for other aviation subjects which would have as the major purpose the supplying of broad covering information on aviation. The individual so instructed would know aviation from its wider aspects as well as comprehending the principles of flight, the aircraft power plants, the construction of aircraft, and many other subjects.

As a citizen of the world, the student would recognize what aviation has done in eliminating distances because now, within forty-eight hours, any part of the world may be reached by airplane. The air recognizes no such limitations as exist on land and sea. Isolation is no longer possible.

The student of the general aviation course can be an intelligent patron of air transportation because he knows why an airplane flies, how airplanes are designed and constructed, the fundamentals of airline operation, and the care given to all details of aviation matters. He naturally will be a patron of air mail, air express, air freight, and urge his friends and acquaintances to follow his example.

Emphasis in such a course will lead the student to recognize the importance of air power in national affairs and will develop in him a logical

viewpoint as to American aviation needs. The student of a general aviation course will discuss the topic of aviation with authority and therefore be able to treat the matter intelligently.

The Industrial Arts Aim

Some of the most effective industrial arts courses in the United States have been based on aviation subject matter. The noted engineer, William B. Stout, designer of the Ford Tri-Motor Plane, the Sky Car, and other important aircraft, early in life taught industrial arts classes in which he used aviation as his foundation. Many young men in classes such as those conducted years ago by Mr. Stout are today among America's outstanding aviators, aviation executives, and aircraft engineers.

The leisure-time activities developed through aviation industrial arts courses form an important element in national affairs. The boy (and now we must include the girl) who spends time in building scale aircraft models and thereby learns the identifying features of aircraft, and who builds and flies model aircraft, possesses a hobby and leisure-time activity which forestalls undesirable influences that so frequently accompany idleness.

The Vocational Guidance Aim

The general course in aviation may also be used for vocational guidance purposes. He who studies the wide range of activities in aviation can readily decide whether his interests in aviation warrant special training for entrance into an aviation occupation. If he decides that aviation offers a life work of interest and challenge he can note what type of aviation work appeals to him with the greatest force.

The Pre-Flight Aim

Pre-flight training, a term used loosely by the uninformed, actually refers to courses provided for those who anticipate flight training. Such courses should cover specifically those subjects necessary to the flyer. That is, a course of this type should provide the required ground-school subjects which the flyer must know before he takes flight instruction. Before pre-flight courses are given, check on the physical and mental qualifications of the individual wishing to enroll for pre-flight training should be made. Pre-flight subject matter is not the best subject matter for other than the pre-flight student. Therefore, should the individual not meet the qualifications required for a flyer, he should be directed to other courses that best suit his individual needs and interests.

It is the custom among some people to refer to pre-flight courses as vocational. If an individual eventually becomes a commercial or military pilot, the term vocational fits the pre-flight courses, but inasmuch as ordinarily a large number of individuals advance no further than the status of private pilots who fly for pleasure or as a means of personal transportation, the pre-

flight training, when other than for occupational purposes, can be no more vocational than training to drive the family automobile.

The Vocational Aim

Since the World War I, many vocational courses in aviation in private and public schools have prepared individuals for employment in aviation. Definite objectives have been met for those who anticipate or who are actually employed in aircraft engine work, aircraft metal work, aircraft electricity, and other similar types of employment. It is assumed that pre-induction courses in aviation serve definite training requirements for those entering the air forces.

AVIATION-EDUCATION INSTRUCTOR QUALIFICATIONS

The problem of securing adequately-equipped teachers of aviation subjects has been intensified by the demand for qualified individuals by the air forces and the aviation industries. It is, therefore, almost futile for school officials and others to seek much aviation teacher material outside the schools. The choice within the schools will necessarily have to be made from persons who have or can secure some aviation background.

Evidence of one or more of the following or the equivalent, depending upon the subjects to be taught, should be required of teachers who wish to conduct aviation education courses:

1. Employment in some phase of aviation
2. Experience in the air forces
3. Degrees in aeronautical engineering
4. Special courses in aviation subject matter
5. Recognized leadership in leisure-time activities in aviation along with considerable reading of current magazines and books on aviation subjects.

Some General Qualifications

Interest in aviation—It is essential that the instructor have an interest in his subject and a realization as to its significance in this period of emergency. An interest in the subject on the part of the teacher is of major importance because he will be dealing in most cases with students bubbling over with aviation alertness. No student will get much inspiration from an aviation teacher who has only a casual interest in the subject.

Knowledge of the subject—The instructor, of course, must know his subject. The author fears that some people are hoping the instructor can learn all about aviation in a few weeks at summer school and that he can come with confidence to his classes thinking that he knows more about the topics of discussion than do the students enrolled in his classes. Some instructors have already been disillusioned in regard to this matter. A friend of his recently told of visiting an aviation class in a certain city taught by a woman whose knowledge of aviation was limited. In a none too confident manner, she was discussing the altimeter, its functions and principles, and found her-

self "embarrassed almost to tears" by the fact that her students knew far more about altimeters than she did.

It is recognized that a great deal of information which boys and girls have on aviation is unorganized, incomplete, and sometimes unauthoritative. However, one is frequently amazed at the wealth of information which young aviation enthusiasts have on almost every phase of aviation. A teacher who does not have the aviation information which is necessary or who does not know how to deal with an otherwise embarrassing situation, may lose the confidence of students and destroy, in a great measure, the possible effectiveness of the course in aviation.

A considerable number of textbooks on aviation subjects have been published to meet the urgent need of the situation. Much of the material has been prepared by persons not familiar with education procedures and practices and consequently such textbooks do not fully fill the requirements. The teacher, therefore, who relies on mere acquaintance with a few textbooks on the subject will find himself lacking much fundamental detail which may already be familiar to the individual student.

Inasmuch as teacher qualifications for vocational courses are established by law no consideration will be given to this phase of aviation education. Recent reports indicate a thorough coverage of vocational subjects ranging from aircraft riveting to complete aircraft overhauling.

Pilot licenses—In discussing this matter recently in a conference the suggestion was made that the most desirable individual to bring into the picture in the present need to develop air-alertness within the schools is the instructor already employed in the schools but who holds a pilot's license. The pilot will be acquainted with ground work and flight fundamentals and will have a genuine interest in the subject and be looked upon with favor by students who recognize the requirements for meeting the qualifications of a flyer. The respect of students goes a long way towards effectiveness in teaching aviation.

Training of Teachers for Aviation Courses

The Civil Aeronautics Administration has for sometime opened its ground-school courses for prospective flyers to teachers either conducting aviation courses or intending to do so. The teacher who completes such a course and follows it up by actual flight training will possess some desirable qualifications, especially if he or she secures at least a private pilot's license.

It appears, however, that it would be best for teachers who wish to take the teaching of the fundamentals of aviation to attend teacher-training aviation courses especially arranged for them. A course was recently announced by the University of Denver, lasting for seventeen weeks, with four hours of class instruction each week, dealing with the following subjects: scope and purpose of aviation education, two hours; general servicing and operation of

aircraft, twenty hours; meteorology, eighteen hours; navigation, fifteen hours; civil air regulations, seven hours; place of pre-flight aeronautics in the secondary school curriculum, two hours; and teaching aids and demonstration of equipment, two hours. It is assumed, of course, that this program is meant for teaching the teachers of prospective flyers.

Some universities and colleges already offer teacher-training courses in aeronautics, the purpose of which is not necessarily to provide background for flyers. Course outlines indicate training to teach specific pre-induction courses and to lay a general foundation in aviation which might precede specialized courses. George Washington University, Washington, D. C., for instance, offered a course last summer which was not limited merely to the requirements of a flyer but dealt with aviation in a much broader way. It is certain that a large number of colleges and universities will be giving, this coming summer, a greater range of training for teachers of aviation subjects.

AVIATION-EDUCATION SUBJECT MATTER

The aim of an aviation education program of necessity determines the subject matter. A specific and limited vocational aim requires subject matter circumscribed by the immediate job for which training is offered. On the other hand, a general objective lends it self to the use of a wide choice of subject matter. The prospective pilot calls for information essential to piloting. No unnecessary information should be given nor should any essential information be left out. Contrarywise, where the aim is what might, if you like, be called "aero-conditioning," subject matter may range from the present impact of aviation on the world to details of aircraft engine construction or the functioning of airfoils.

To Meet General Aims

The present impetus for a widespread program of aviation in the nation's schools came from the significance of the airplane in the emergency. Lack of appropriate textbooks, desire for immediate action, and the need of pre-pilot training provided the impression that a solution to the problem lay in giving subject matter covering ground courses required for the pilot.

When the U. S. Congress passed legislation covering aviation education courses in the District of Columbia, school authorities were immediately urged to set up pre-pilot courses. A series of conferences, however, showed that for the greatest good to the greatest number a much broader range of subject matter should be offered. Members of the U. S. Office of Education staff, teachers, and supervisors of the District of Columbia school system met periodically to prepare a course of study, the outline of which follows:

Weeks

- | | | |
|---|-----------|--|
| 1 | UNIT I. | <i>Introduction—The Air Age</i> |
| 4 | UNIT II. | <i>Theory of Flight and Nomenclature</i> |
| 3 | UNIT III. | <i>Aircraft Structures</i> |

- | | | |
|---|----------|-------------------------------|
| 4 | UNIT IV. | <i>Aircraft Manufacturing</i> |
| 5 | UNIT V. | <i>Aircraft Power Plants</i> |
| 1 | REVIEW | |

18 weeks—1 semester

Weeks

- | | | |
|---|------------|---|
| 1 | UNIT VI. | <i>Aircraft Instruments (Other than power plants)</i> |
| 2 | UNIT VII. | <i>Airports and Airways</i> |
| 4 | UNIT VIII. | <i>Commercial Air Transportation</i> |
| 4 | UNIT IX. | <i>Governmental Activities in Aviation</i> |
| 2 | UNIT X. | <i>Aviation Research, Public and Private</i> |
| 4 | UNIT XI. | <i>Civilian Flying, Gliding, and Soaring</i> |
| 1 | REVIEW | |

18 weeks—1 semester

Since the completion of the course of study several publishers have prepared textbooks dealing with this type of course. A few of these are here listed:

- Aviation Education Research Group, Teachers College, Columbia University. **Science of Pre-Flight Aeronautics for High Schools**. New York: The MacMillan Co. 1942. 868 pp. \$1.32.
- Hall, Charles G. **How A Plane Flies**. New York: Funk & Wagnalls Co. 1942. 235 pp. \$2.00.
- Hamburg, Merrill and Tweney, George. **The American Student Flyer**. New York: Pitman Publishing Corp. 1942. 692 pp. \$1.50.
- Pope, Francis and Otis, Arthur S. **Elements of Aeronautics**. New York: World Book Co. 1941. 660 pp. \$3.40.
- Robinson, Mrs. P. T. and Others. **Before You Fly**. New York: Henry Holt and Co. 1942. 568 pp. \$2.00.
- Shields, Bert A. Lt. Comr. USNR. **Air Pilot Training**. New York: McGraw-Hill Book Co. 1942. 602 pp. \$3.50.
- Turner, Roscoe, Col. and Dubuque, Jean H. **Win Your Wings**. Chicago: Frederick J. Drake Publishing Co. 1940. Volume I, 649 pp. \$3.00. Volume II, 460 pp. \$3.00.
- Wilber, Gordon O. and Neuhardt, Emerson E. **Aeronautics in the Industrial Arts Program**. New York: The MacMillan Co. 1942. 252 pp. 92 cents.

Although the District of Columbia aviation course of study was not designed to meet specific requirements for training flyers, results have shown that those who completed the course met most of the requirements for the ground school work of the pilot. Since, however, no physical examinations were given to those enrolled, it could not be assumed that they were being trained for pilots.

To Meet the Needs of Pre-Flight Students

There should not be a great deal of difficulty in meeting the needs of the pre-induction pre-flight student. The air forces have secured the utmost co-operation from publishing houses in preparing pre-induction textbooks. Em-

phasis on mathematics and physics has resulted in the printing of a significant number of books on these subjects by the major publishing houses. Sufficient attention has been directed to these officially authorized books so that they need not be mentioned here.

The publishing houses have also given considerable emphasis to books covering ground school subjects required for pre-flight training. Most high-school students, we are told, find the CAA ground course manuals too difficult because they were prepared essentially for CPT programs in colleges which often gave college credit for courses taken. The following represent a few books which appear to serve well as ground-school manuals for students of high-school caliber:

- Clevenger, Cloyd P. **Modern Flight**. New York: Noble & Noble. 1941. 294 pp. \$2.95.
 Hartney, Harold E., Lt. Col. U. S. A. C. **The Complete Flying Manual**. New York: National Aeronautics Council, Inc. 1940. 123 pp. \$1.25.
 Knerr, Hugh J., Col., Air Corps, U. S. A. **Student Pilot's Training Primer**. New York: D. Van Nostrand Co. 1941. 172 pp.
 Zweng, Charles A. **Flight Instructor**. California. Pan-American Navigation Service. 12021 Ventura Boulevard. 1942. 480 pp.

In recent months many books have been written on such subjects as principles of flight, meteorology, air navigation, aircraft engines, and other subjects of appropriate value to the pre-flight student.

To Meet the Vocational Objectives

Because there has been developed a great number of vocational courses in aviation, there are now available some excellent material to meet vocational needs. For general use the following will be found especially serviceable as reference material for aviation students in high schools:

- Aeronautical Chamber of Commerce, Inc. **Aircraft Yearbook for 1942**. New York: Aeronautical Chamber of Commerce, Inc., 1942. 693 pp. \$5.00.
Aerosphere—1942. (Edited by: Glenn D. Angle.) New York: Aircraft Publications, 370 Lexington Avenue. Over 1,000 pages—8½"x11½". \$12.50 plus shipping charges.
 Baughman, Harold E. **Aviation Dictionary and Reference Guide**. California. Aero Publishers, Inc. 1942. 906 pp. \$6.50.
 Jordanoff, Assen. **Illustrated Aviation Dictionary**. New York. Harper & Brothers. 1942. 415 pp. \$3.50.

Material to Supplement Textbooks

A selection from the following list of magazines will be found helpful to supplement classroom instruction. In most cases, publishers will send sample copies and offer club rates.

- Aero Digest**. Aeronautical Digest Publishing Corporation. 515 Madison Avenue. New York City. Monthly. One year \$3.00—Two years \$4.00—Three years \$5.00.
Air News. The Picture Magazine of Aviation. Air News Publishing Company. 545 Madison Avenue. New York City. Yearly subscription \$1.50.
Air Progress. Street & Smith Publishers, Inc. 79 Seventh Avenue. New York City. Monthly. Yearly subscription \$2.50.

- Air Trails.** Street & Smith Publishers, Inc. 79 Seventh Avenue. New York City. Monthly. Yearly subscription \$2.00.
- American Aviation Magazine.** American Aviation Associates, Inc. 1317 F Street, N. W. Washington, D. C. (Also publishers of **American Aviation Daily** and **American Aviation Directory**.) Published twice monthly. Yearly subscription \$3.00.
- Aviation.** McGraw-Hill Publishing Co. 330 W. 42nd Street. New York City. Monthly. Yearly subscription \$3.00.
- Civil Aeronautics Journal.** Department of Commerce. Washington, D. C. Monthly. Yearly subscription 50 cents. Superintendent of Documents, Government Printing Office, Washington, D. C.
- Contact.** The Aviation Press, Inc. Airlines Terminals 80 East 42nd Street. New York City. Monthly. Yearly subscription \$2.00.
- Current Aviation.** American Education Press, Inc. 400 S. Front Street. Columbus, Ohio. Weekly during the school year . . . except two weeks at Christmas. In clubs of 30 or more 35c per semester—70c per year. In clubs of 5 to 29 40c per semester— 80c per year.
- Flying.** Ziff-Davis Publishing Co. 540 N. Michigan Avenue. Chicago. Monthly. Yearly subscription \$3.00.
- Flying Aces.** Magazine Publishers. 67 W. 44th St. New York City. Monthly. Yearly subscription \$1.50.
- Model Airplane News.** Air Age, Inc., Publishers. 551 5th Avenue. New York City. Monthly. Yearly subscription \$2.00.
- Skyways.** Henry Publishing Company. 30 Rockefeller Plaza. New York City. Monthly. Yearly subscription \$3.00.
- Western Flying.** 304 South Broadway. Los Angeles, California. Monthly. Yearly subscription \$2.00.

STUDENTS IN AVIATION-EDUCATION CLASSES

The major purpose of an aero-conditioning program of aviation education requires the enrollment of as many individuals as possible without disrupting the school program. The British Ministry of Education maintains a policy that during the war education shall carry on as nearly comparable with peacetimes as feasible. The Ministry of Education wants to avoid the possibility of having any boy or girl after the war say something like the following: "I did not get a regular education, because I was in school during the war." I, personally, believe that we shall be wise if we follow the example and not disrupt the American school system more than absolutely necessary, even in the matter of aviation education. The long-time view on this subject is important. But, because of the present importance of aviation, boys and girls should be accorded the right of having aviation subject matter inserted appropriately wherever it fits into the school program.

For a number of years and possibly sometimes even now, the custom has prevailed of assigning individuals of limited capacity to classes of practical types. Some may think that boys of less than normal capacity should be assigned to aviation shop work. The author has felt for a long time that the importance of aviation warrants the high standards required and the enrollment of our best boys and girls in aviation courses of all types. That does not

necessarily mean that individuals of higher scholarship should be assigned to training for simple routine jobs in aircraft manufacturing when persons of far less capacity can do this work satisfactorily. He does hope, however, that in this huge demand for nation-wide aviation education, consideration will be given to enrolling as many pupils as possible of good normal capacity.

Classroom Space

Classroom space need not be discussed here because this represents no unusual problem for those who are responsible for making provision for teaching any other recognized subject.

Visual Aids

World War II, and more specifically the air services, brought to light the significant shortage of personnel with adequate information on aviation subjects. Consequently, the need developed for those concerned to organize classes and prepare material of all types for instructional aviation purposes. As a result, considerable emphasis has been laid upon visual aids such as charts, filmstrips, sound and silent motion picture films, and illustrated literature. Those conversant with sources of supply of visual aids have no difficulty in directing their requests to the right sources. In addition to visual aids of the types just referred to, many ingenious teaching devices have been developed by instructors and commercial concerns. A perusal of educational magazines and some aviation magazines reveals the type of instructional gadgets available and their sources. The following concerns supply motion picture films and filmstrips on aviation education subject matter:

The Jam Handy Organization
1775 Broadway
New York City

Society for Visual Education
100 E. Ohio Street
Chicago, Illinois

Bell and Howell Filmosound Library
1801-1815 Larchmont Avenue
Chicago, Illinois

British Library of Information
30 Rockefeller Plaza
New York City

Erpi Classroom Films, Inc.
1841 Broadway
New York City

United States Army Signal Corps
Washington, D. C.

Vocational Guidance Films
2718 Beaver Avenue
Des Moines, Iowa

Bray Pictures Corporation
729 Seventh Avenue
New York City

Castle Films, Inc.
30 Rockefeller Plaza
New York City

Special Teaching Devices

Globes, maps, and charts—Globes, maps, and charts, and also weather charts suitable for aviation classes may be secured from the following companies and other agencies:

Denoyer-Geppert Company, 5235 Ravenswood Avenue, Chicago, Illinois.

A. J. Nystrom Company, 3333 Elston Avenue, Chicago, Illinois.

Rand McNally Company, 536 South Clark Street, Chicago, Illinois.

Teacher's kits—Most airlines, aircraft manufacturers, and aircraft accessory manufacturers supply teaching material suitable for aviation classes. The following two organizations are listed as offering special aviation education kits:

Piper Aircraft Corporation, Lock Haven, Pennsylvania.

United Air Lines Transport Corporation, 5959 S. Cicero Avenue, Chicago, Illinois.

Other items—The following useful items for teaching aviation education can, in some cases, be made in the school shops or purchased from dealers' or manufacturers:

1. Wind tunnel
2. Sextant
3. Aneroid barometer
4. Scale-model airplanes
5. Flying-model airplanes
6. Operating model of aircraft engine
7. Operating model of airplane controls

Airplanes, Aircraft Engines, and Accessories

It is difficult, as we are all aware, to secure aircraft, aircraft engines, and various accessories for classroom purposes as most of this material is already actively used in training programs now operating. Therefore, since such actual material cannot, at the moment, be secured, native American ingenuity must be used to develop efficient substitutes which may, in some respect, be better for instructional purposes than the real thing.

Because expansion of air transportation for military and commercial purposes forms one of the most significant of all national and international problems, the American school system is called upon to utilize its facilities and its utmost in ingenuity and resources to lay a foundation of aeronautical information in the minds of the youth of today so that tomorrow this Nation may assume its rightful place in aviation among the peoples of the world.

MY PART IN THIS WAR

Helping on the Home Front

CLEAR

SIMPLE

DIRECT

Prepared in consultation with government authorities

The basic story of the struggle for economic stabilization and an efficient war program.
with latest developments

Suitable for all your high school students

Teaching aids included

THE CONSUMER EDUCATION STUDY OF THE

NATIONAL ASSOCIATION OF SECONDARY-SCHOOL PRINCIPALS

1201 Sixteenth Street, N. W., Washington, D. C.

25 cents each

Usual discounts

The Superior Student and College Admission

A committee of twelve, representing high-school principals, superintendents of schools, and institutions of higher education in Colorado, met recently and issued these recommendations through Harl R. Douglass, Director, College of Education, University of Colorado, Boulder, Colorado.

RECOMMENDATIONS

Superior students should be recommended to enter college only after careful consideration of each individual student. Such consideration should include the important factors of maturity, and general all around fitness.

2. The guidance program of the secondary school and the college should be so geared as to provide a continuous and interlocking type of guidance especially for accelerated students.

3. Students who have not completed all units required for college and for college entrance should be given a "clean bill of health" and not required to do extra work in college by reason of their acceleration.

4. Students entering college before completing enough units to be graduated should receive high-school credit towards their diploma for work done in the college at the rate of one year unit for each 6 semester hours or 9 quarter hours of college credit and be awarded his high-school diploma when he has thereby completed the requirements for graduation.

5. Colleges are urged to accept towards college entrance: (a) one unit in a foreign language and any half units completed beyond one unit in the same language, (b) any half unit in the physical sciences, and (c) any half unit in mathematics beyond one year of mathematics.

6. There is no conflict between these recommendations and the recommendations that students be encouraged to remain in school until graduated or called for service in the armed forces.

7. College authorities or representatives should not be active in advertising this arrangement or promoting the idea among students and parents.

8. High-school principals should identify students of appropriate abilities and other qualifications for this type of acceleration and explain to them the reasons for their entrance into college.

9. The entire purpose of the acceptance of non-graduates of high schools is to give distinctly superior students a year or more college before being called to service and thereby to increase the probability that the most capable youth train himself for leadership, the professions, and especially for service after the war.

10. It is not implied in any way that for the average student three years in high school is enough or that a year in college is better pre-induction training than the last year in high-school.

11. The plan is not intended as a means of "saving the colleges" and only the most capable students should be accepted by the colleges.

12. While in each instance the accelerated student should be recommended for early college entrance, it should be clear that the final decision rests with the individual college.

Consumer Education in 1942

THOMAS H. BRIGGS

Director, Consumer Education Study of the National Association of Secondary-School Principals, Washington, D. C.

IN ORDER to get information regarding the offerings of consumer education, an inquiry blank was sent out in the fall of 1942. It was intended that the inquiry should go to all secondary schools, including junior colleges, which enroll more than 200 students, but through an unfortunate clerical error the addressograph plates for "reorganized," or six-year, schools were not used. A total of 5180 blanks were distributed.

The questionnaire was short, simple, easily answered, and accompanied by a prepaid return envelope. Inasmuch as the information was asked by the national association of the principals of the country and is of obvious importance, a fairly complete number of returns was expected. But, as will be seen in TABLE I, they came from fewer than three out of ten principals. If the junior college returns are excluded, the percentage of returns is slightly above thirty. This was disappointing; but a study of the data leads one to conclude that the majority of principals in schools that make no offering of consumer education decided that their reports would be of no value. Needless to say, they were mistaken. The states that made returns of more than 35 per cent of the inquiries sent out, number eighteen for the small high schools, twenty for the large ones, and four for the junior colleges.

TABLE I

REPORTING THE NUMBER OF INQUIRIES SENT, THE NUMBER AND PERCENTAGE OF USABLE REPLIES RETURNED, THE NUMBER OF SCHOOLS TEACHING CONSUMER EDUCATION, THE NUMBER OF SCHOOLS THAT OFFER CONSUMER EDUCATION* AS A SEPARATE COURSE, AND THE PERCENTAGE THAT THE SEPARATE COURSES ARE OF ALL SCHOOLS THAT TEACH CONSUMER EDUCATION—ALL FIGURES DISTRIBUTED BY CLASSES OF SCHOOLS.

Type of School	1 Inquiries Sent	2 Usable Inquiries Returned	3 Per Cent Col. 2 is of Col. 1	4 Schools Teaching Consumer Education	5 Schools Offering Separate Courses in Consumer Ed	6 Per Cent Col. 5 is of Col. 4
High Schools enrolling 200-999	3269	969	29.6	754	192	25.4
High Schools enrolling more than 1000	1284	428	33.3	367	133	36.2
Junior Colleges	627	74	11.8	45	18	40
TOTAL	5180	1471	28.4	1166	343	29.4

In TABLE I it will be seen that consumer education is only beginning to find a place in secondary schools, especially as a separate subject. If it can be assumed that the schools which did not return the inquiry blank have not yet introduced formal instruction in this field, an assumption that is not wholly unsound, then the percentage of secondary schools enrolling more than 200 students that offer separate courses in consumer education is very small indeed: 5.9 for small high schools, 10.4 for the large ones, and 7.2 for the junior colleges.¹ Four states (Pennsylvania, California, New Jersey, and Ohio) offer 48 per cent of all of the 343 separate courses reported.

In all of the reporting schools, consumer education is taught as a separate subject by 20 per cent of the small high schools, by 31 per cent of the large ones, and by 24 per cent of the junior colleges.

Eight states account for more than half of the consumer education instruction that is reported. In a descending order and with the distribution to the three types of schools and the totals indicated in parentheses, they are: California (58-43-17 = 118), Illinois (63-25-1 = 89), Pennsylvania (45-39-2 = 86), New York (40-39-3 = 82), Ohio (44-35-0 = 79), New Jersey (44-24-0 = 68), Massachusetts (32-15-1 = 48), and Indiana (30-13-0 = 43). Inasmuch as the returns of the inquiry were incomplete, there was no point in computing the percentages that the number of schools offering consumer education are of the total number of schools in each state.

Although 343 schools reported that they offer separate courses in consumer education, only 261 responded to a request that they state whether such courses are elective or prescribed for *all* students. Two hundred one high schools and nineteen junior colleges stated that they are elective, and only thirty-seven and four respectively stated that they are prescribed. It is surprising to find that 16 per cent of the reporting schools say that they have prescribed for all students their separate courses in consumer education.

Two hundred seventy-six high schools and twenty-four junior colleges reported as to whether their separate courses in consumer education are only or chiefly for students in certain curriculums. The details are shown in TABLE II.

TABLE II

REPORTING THE NUMBER OF 276 HIGH SCHOOLS THAT OFFER THEIR SEPARATE COURSES IN CONSUMER EDUCATION ONLY OR CHIEFLY FOR STUDENTS IN CERTAIN CURRICULUMS

College Preparatory	1
Commercial	117
General	75
Agriculture	4
Miscellaneous	79

¹These figures really mean little, however, for we do not know the offerings of the schools that failed to reply. The reader is also cautioned not to take at their face value the figures in subsequent tables. The varying totals is evidence that some respondents were careless in reading the submitted questions or in answering them.

The returns from the twenty-four junior colleges are not distributed, as they report curriculums with varied and unusual names. Such curriculum names are also found in the high-school group entitled miscellaneous.

Two hundred thirty-five high schools and fourteen junior colleges report that their separate courses in consumer education, when offered only or chiefly for students in specified curriculums, are prescribed by 43.4 and 50 per cents respectively. The prescriptions by the high schools are for the most part in the commercial and miscellaneous curriculums, but it should be noted that of the small number sixteen offering consumer education only in a general curriculum, nearly 90 per cent make it prescribed there.

Separate courses in consumer education are reported as rarely being offered in the lower years of secondary education. Schools evidently think of it as requiring some degree of maturity on the part of students. The privilege permitting a student of any grade to take a consumer education course would be unwise unless the ones in the lower grades were matured by experience. Assignment under sensible guidance is assumed for such students. The detailed distribution may be found in TABLE III.

TABLE III

REPORTING THE YEARS FOR WHICH SEPARATE COURSES IN CONSUMER EDUCATION ARE OFFERED BY 382 SCHOOLS. THE SCHOOL YEARS ARE GIVEN FIRST, FOLLOWED BY THE NUMBER OF SCHOOLS IN PARENTHESIS.

7 (0)	7-8 (0)	7-9 (0)	7-10 (0)	7-11 (0)	7-12 (2)
8 (1)	8-9 (0)	8-10 (1)	8-11 (3)	8-12 (1)	
9 (2)	9-10 (5)	9-11 (7)	9-12 (19)		
10 (20)	10-11 (14)	10-12 (39)			
11 (43)	11-12 (131)				
12 (62)					
13 (2)	13-14 (26)				
14 (4)					

Separate courses in consumer education as reported have enrollments as shown in TABLE IV.

TABLE IV

REPORTING ENROLLMENTS BY TYPE OF SCHOOL AND SEX OF STUDENTS IN SEPARATE COURSES IN CONSUMER EDUCATION.

	High Schools	Junior Colleges	Total
Boys	9,889	215	10,104
Girls	17,088	333	17,421
Sex not stated	570		570
Grand Total			28,095

The schools reporting separate courses in consumer education have a total enrollment of 174,212 boys, and 196,858 girls. As shown in TABLE IV, the students taking such courses are 10,104 boys and 17,421 girls, with 570 additional with the sex not stated. This means that in these schools 7.6 per cent

TABLE V

REPORTING BY TYPES OF SCHOOLS THE NUMBER THAT TEACH SOME CONSUMER EDUCATION IN OTHER SUBJECTS.

	Small High School	Type of School Large High School	Junior College
Number Returning Blanks	969	428	74
Home Economics	589	244	27
Social Studies	226	117	5
Business Education	117	87	5
Science	83	39	0
Agriculture	71	5	0
Industrial Arts	29	19	0
Mathematics	21	14	0
Core Curriculum	2	1	0
Miscellaneous, a total of 124			

of all of their students are studying consumer education. Roughly estimated, the girls constitute 63 per cent of the students in the classes.

CONSUMER EDUCATION IN OTHER COURSES

When separate courses are not offered, consumer education is reported to be taught as a part, sometimes a very small part, of almost every subject in the curriculum. The reported distribution will be found in TABLE V. As would be expected, home economics leads the list, with the social studies, business education, and science accounting for most of the rest. It is surprising to find that there is a report of consumer education's being taught in only three schools that use a "core curriculum," two in Alabama and one in Virginia. Taking into account the numbers of small and large high schools reporting, it is found that there is no significant difference by the two types of consumer education in the introduction into other courses.

The percentages of estimated time given to consumer education by the other subjects that incorporate it into their syllabi are shown in TABLE VI.

TABLE VI

REPORTING BY PER CENTS THE ESTIMATED AMOUNT OF CONSUMER EDUCATION TAUGHT IN THE SEVERAL SUBJECTS:

	Per Cents				
	Not Given	1-20	21-33 1/3	33 2/3-50	50 plus
Home Economics	197	377	186	54	15
Social Studies	99	176	51	24	5
Business	50	74	32	26	7
Science	49	61	14	6	3
Agriculture	23	44	8	2	0
Industrial Arts	16	28	4	1	1
Mathematics	13	14	3	4	2
Core Curriculum	0	2	0	0	0
Miscellaneous	18	39	15	7	6

The term miscellaneous includes such unusual courses as Senior Problems, Girls' Life Problems, Personal Regimen, Nursing, Psychology, Boys' Problems, Beauty Culture, and Vocations, as well as more conventional ones such as English, Art, Distributive Education, Orientation, Vocational Guidance, Homeroom, Occupations, and Physical Education programs. The data are revealing of wide and varying distribution. By and large, more consumer education is said to be taught in other courses than one might have expected.

Four hundred ten schools reported that they have developed independent teaching materials, but a request to a small sampling of these schools brought no response. Whether or not this indicates that the teachers did not consider their independently developed materials important can not be told. A more extended effort to collect such materials will be made.

In response to a request that the school list "one or more textbooks devoted wholly or chiefly to consumer education" that were used in the courses, 213 were reported, a number of them, unfortunately, with the titles given inaccurately. Some were magazine articles rather than books. Of the 213 items, 121 were listed only once. Following are the more popular textbooks, with publishers and the latest copyright dates, and the number of schools reporting the use of each.

THE MOST USED TEXTBOOKS

- Better Buymanship Pamphlets*. Chicago: Household Finance Corporation. (26)
Ruth Brindze. *How to Spend Your Money*. New York: The Vanguard Press, 1935. (16)
Stuart Chase, and F. J. Schlink. *Your Money's Worth*. New York: The Macmillan Co., 1927. (11)
Consumers' Guide. Washington, D. C.: Agricultural Adjustment Administration. (35)
Consumers' Reports. New York: Consumers' Union. (28)
Consumers' Research Bulletin. Washington, New Jersey: Consumers' Research, Inc. (21)
Margaret Dana. *Behind the Label*. Boston: Little, Brown and Co., 1941. (16)
Mata Roman Friend. *Earning and Spending the Family Income*. New York: D. Appleton Co., 1935. (16)
Joseph Gaer. *Consumers All*. New York: Harcourt, Brace and Co., 1940. (12)
K. E. Goodman and W. L. Moore. *Economics in Everyday Life*. Boston: Ginn and Co., 1938. (13)
Stewart B. Hamblen and G. Frank Zimmerman. *Wise Spending*. New York: Harper and Bros., 1941. (11)
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Consumer Education Scholarships

The Consumer Education Study has offered scholarships to twenty students who will study selected problems in curriculum workshops in summer schools. The student will in each case be selected by the director of the workshop and either propose a suitable problem in which he is especially interested or else select one from a list prepared by the Study.

School Credit for Students Entering the Armed Services

PAUL E. ELICKER

*Executive Secretary, National Association of Secondary-School Principals
Washington, D. C.*

THE EXECUTIVE COMMITTEE of the *National Association of Secondary-School Principals*, at a meeting in Chicago, March 27-30, 1943, approved, by formal action the educational program of the Armed Forces Institute and the general plan of the evaluation and acceptance of credits by the secondary school for educational attainment and competence gained by students while in the service.¹

This action is a strong recommendation to all secondary schools for an acceptance in their schools, of the plan for those students who enter the Service before graduation. The five regional associations, The New England Association of Colleges and Secondary Schools, the Middle States Association of Colleges and Secondary Schools, the North Central Association of Colleges and Secondary Schools, the Southern Association of Colleges and Secondary Schools, and the Northwest Association of Secondary and Higher Schools, have already endorsed the proposed program in principle.

1. What are the essential features of the plan?

The proposed plan is both positive and negative in its application. The plan does not endorse the granting of *blanket credit* to men and women who serve in the Armed Forces, as was the chaotic practice in World War I.

The plan proposes that there be a discriminating recognition and measurement of educational attainment and competence that may be acquired through military experience. This will be evaluated and obtained through examinations that are now being devised by a special committee, with Ralph W. Tyler, Director of the Staff for the Development of Testing Materials, University of Chicago. After these examinations are taken by the individual, a complete "educational profile," with subject norms and other data, will be made for each candidate in the Service. This profile will be made just previous to the time he will be discharged from the Service and upon his application. The record, or profile, will then be submitted by him to his high school for the purpose of receiving consideration and acceptance of school credit.

Correspondence courses in nearly all secondary-school subjects will be available to men and women in the Armed Forces, through the Armed Forces Institute, Madison, Wisconsin, at a very low nominal cost and as described in an article² of *THE BULLETIN*.

¹Description of plan appeared in *The Bulletin*, No. 112, Vol. 27, pp. 79-83, February 1943. Paul E. Elicker, "Some Educational Opportunities for Men and Women in the Armed Services."

²*The Bulletin*, February 1943, pp. 79-83 or the Armed Forces Institute Catalogue, recently sent to all secondary schools.

II. *What are schools doing about the awarding of diplomas to boys and girls who enter the Armed Services before the completion of the work of the senior year?*

The office of the *National Association of Secondary-School Principals* has reports from a large number of communities and states. The general prevailing policies of administration are summarized as follows:

1. A general application of the plan for no *blanket credit* to any individual toward a diploma for those who enter the Armed Services before the completion of the work of any year in the secondary school.
2. The awarding of a diploma to those who are in good standing and would fully qualify for a diploma, if they had completed the current semester, provided they leave school and enter the Service after the beginning of the second semester, or the last half of the senior year or the equivalent.
3. Less general, the practice of awarding a specially-named diploma, such as a War Emergency Diploma, of student enters the Armed Forces before completion of the work of the senior year, if in good standing at time of leaving school to enter the Service.
4. Encouraging all boys and girls to complete all work for a high-school diploma, before entering the Services, through the available resources of the school, such as an accelerated program. If impossible because of Selective Service requirements to complete work for the high-school diploma through the educational opportunities offered in the school, candidates for a diploma can avail themselves of the educational opportunities provided by the Armed Forces Institute, while in the Service. Many schools have already expressed a readiness to accept school credits toward a diploma for educational attainment and competence through military study and experience.

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NATIONAL ASSOCIATION OF SECONDARY-SCHOOL PRINCIPALS

1201 Sixteenth Street, N. W., Washington, D. C.

Education for Inter-American Relations and the Junior High Schools*

JOHN C. PATTERSON

Chief, Division of Inter-American, Educational Relations, U. S. Office of Education, Washington, D. C.

IT SEEMS advisable for us to begin our discussion of the subject, "Education for Inter-American Relations and the Junior High Schools," by referring once again to the objectives which the people of the American republics have in mind as they work out a program of inter-American cultural relations. There are, no doubt, some among us still who continue to think in terms of our seeking in the United States to "Americanize," using the word in the narrower sense, the Latin Americans—people who believe that we should strive to make them over into something less foreign to us. While it is true that the people of the other American republics should be less foreign to us, they should become so, not through changes effected in them, but rather by our becoming better acquainted with them as they are. It is well for us as American citizens to keep that point always in mind and we will then have a clearer conception of how our teachers and our schools can be instrumental in laying the foundations for a permanent desire to understand the problems and the cultures of our fellow Americans in the twenty republics to the south.

A great deal has been said about the necessity for "appreciating" Latin America; perhaps too much emphasis has been placed upon that one word. The loose use to which it has been subjected leads one to fear that we may become sidetracked and endanger the whole program of inter-American cooperation by centering our interests in the other republic of this hemisphere upon their more picturesque, romantic, and exotic features. Beautiful, though they may be, the snow-capped volcanoes of Mexico, the costumes of Guatemalan Indians, the bright colored birds and the orchids of the tropics, and the lakes of Chile do not give us the story of Latin America. Nor do we have it if we add to those things some details regarding pre-Columbian Indian civilizations and the stories of the *Conquistadores* of Old Spain. All of these things are truly a part of Latin America, its present and its past, but to know them is not enough. The people of the other American republics are primarily concerned just now with their pressing problems of today and tomorrow; and we as their neighbors should also concern ourselves with these matters of vital importance. Our goal, therefore, is to inform ourselves about the people of these other American lands—their past, their present, and their hopes for the

*A copy of the address that the author had prepared to give at the annual convention of the *National Association of Secondary-School Principals* at St. Louis, Missouri. Since the convention was cancelled at the recommendation of the Office of Defense Transportation, the author has kindly consented to make it available to the Association for publication.

future. To a very large extent it is through our schools that we must expect to obtain our understanding.

WE NEED TO BECOME INFORMED

It is not to be supposed that the teachers in our schools shall ever be able to give our students many semester or full year courses which deal exclusively with Latin America. Most college students, even, unless they aspire to become specialists in the inter-American field, will be restricted to possibly not more than one two-semester course in this area; yet that does not mean that we in the United States need to be as lacking in up-to-date information about the other republics of the Western World as most of us have been, as most of us now are. It is important that we comprehend fully, that we seek information, not for information's sake alone, but also in order that our knowledge may help to guide us in forming our judgments about economic, social, and political matters which concern the future of our fellow Americans.

One may smile at the haphazard thinking of the young college man who was recently over-heard on the smoking car of a train discussing the hotels of Washington, D. C. "We went to the Hotel——," he said, snapping his fingers to recall the name, which for the moment had escaped him. "Oh, you know," he added, "the hotel carrying the name of Columbus' ship." His companion, unfamiliar with our Capital City did not know, but one by-stander said to another, "He is referring to the Mayflower Hotel, I imagine." "That," said the youth who had over-heard the remark, "is it. The Mayflower!"

It was perhaps a bit more serious when at a tea given in honor of a group of Mexican teachers recently, an awkward answer was given to the interested question of one of the visitors. A history teacher from the neighboring republic was endeavoring to carry on a conversation with several ladies whom he had met for the first time. "Which of your great men do you in the United States most admire after Washington, Jefferson, and Lincoln?" he asked. There was a moment of grave thought before one lady spoke up brightly, "Why, Sam Houston," she said. The reactions of the Mexican guest are not recorded.

There have been numerous occasions in recent years when we as citizens have been seriously in need of information about Latin America and the individual republics in order that we might vote or otherwise express our opinion upon matters of international concern. Our fund of knowledge was limited and we were not in a position to be helpful in guiding our national policies. At the present time we need to know something more about the efforts which are being made elsewhere in the Americas to bring about the total destruction of the Axis powers. Too many of us doubtless feel that we among the American republics are undergoing most of the hardships and privations. Fairness demands that we should be aware of the valiant efforts and the genuine con-

tributions which are being made elsewhere in America by people who are weaker than we materially, but whose spirit and love of liberty is equally as strong as our own.

HISTORY CONTRIBUTION

If our schools are to give our young people the foundations for understanding the possibilities which lie in inter-American co-operation, if they are to assist them in knowing the problems of the other republics, and if, furthermore, schools can do this through specialized courses on Latin America, how then can it be done? Many solutions have been offered and any number of these are good, though no doubt different localities will wish and need to try out different means. Because of the varying conditions in our states, cities, and towns, there can not be a blanket remedy for our lack of information.

The study of local history in our Southwestern states, for example, offers an unexcelled opportunity for presenting the background of Spanish civilization and colonization as well as for understanding the Independence movement and the strife-torn early national history of one of our nearest neighbors, a republic which today is bending every effort to solve century-old problems and to provide more opportunities and a better way of life for its people. It is a republic likewise which stands beside us in the gravest hour of danger which we as a nation have known.

The study of United States history will also permit the introduction of much information about the discovery, conquest, and colonial life of other parts of America. The difficult road to national stability which many of our Southern neighbors have traveled, may be discussed in relation to some of our own domestic and international problems. The point of view of other men regarding certain of our policies and doctrines should become familiar to us in order that we may see ourselves as we have been seen.

LANGUAGE'S CONTRIBUTION

The inadequacy of our knowledge of American geography has frequently been commented upon and it does not behoove us to attempt to defend our shortcomings by seeking to point out corresponding weaknesses in others. And without entering too deeply into the controversy about the values of language study, I think it must be said that the doors to an understanding of foreign lands and foreign cultures, as well as the doors to most foreign homes, even in the Americas, must forever remain closed to those of us who lack these most necessary tools for participating fully in the life of other peoples. Perhaps in the past too much time has been spent in an effort to learn the rules which govern the grammar of foreign languages; perhaps too little time has been spent in learning to speak those languages and to understand them when they are spoken to us. It seems entirely justifiable that some of our young people in all parts of the United States should desire to learn well the languages

spoken in the other American republics. It seems natural also that in certain areas of our country the majority of the people should seek to learn one or more of these languages. They are the people who will have the most frequent opportunities to use the languages. Our whole cultural life will be enriched if we as a people develop a deeper interest in the languages of other men and seek to make ourselves proficient in the use of some one of them. It is quite logical that a major percentage of us should select Spanish or Portuguese for our field of language specialization.

ENGLISH'S CONTRIBUTION

Latin American places, personalities, and problems may be chosen for the subjects of English themes, and in this way too, our fund of information about our neighboring republics can be made to grow. In divers ways we can, therefore, build up a store of knowledge during our school years which will serve us as citizens and neighbors and provide us with absorbing new fields of interest.

There are opportunities also for building not only an inter-American understanding, but friendship as well through school club activities. We have in this country hundreds of Pan-American Clubs whose members are keenly interested in learning more about the life of young people in Latin America. In those lands, too, children desire to know their neighbors. Concrete proof of this lies in a number of messages addressed to the school children of the United States which we in the Office of Education receive from the neighboring republics. More clubs can be organized, better club programs can be developed, correspondence between our clubs and interested groups and individuals abroad can be facilitated—all with the result of bringing the school pupils of the Americas into closer relationships. All will contribute toward the desired end.

In conclusion we may say it is by means of language, history, music, geography, club work, and other ways that we may promote inter-American understanding at the junior high-school level.

Five new Resource units now available from your association at 25 cents each.

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Revising the Junior High-School Report Card

SAMUEL BERMAN

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THE PROBLEM of reporting pupil progress has been the subject of intensive research during the past two decades. It is still a field for experimentation, study, and controversy. However, in the specific area of the junior high-school report card, little or no valid research has been made—to judge from the paucity of publication and findings. Instead, contrary to the avowed objectives of junior high-school education, the junior high-school report cards now used in the United States generally duplicate the worst features of senior high-school reporting systems.

To date, the whole problem of report-making reveals uncertainty and dissatisfaction. For example, Spears¹ relates that:

Five years ago the laboratory school at Greeley abandoned the conventional A-B-C-D-E marking system. Since that time no form for use in marking and reporting and no single practice has been continued for a period of more than one year.

This statement is clear evidence of uncertainty and dissatisfaction—and evidence, perhaps, of experimental progress towards an improved reporting system. As a matter of fact, very little research in the field of report-making can be declared scientifically valid. Much of it is merely the collation of trends and practices and has little to do with investigating the basic reasons for such trends and practices. It would seem that general uncertainty and dissatisfaction with report cards will continue, until there is greater clarity concerning the objectives of education, and until the lag between theory and practice in education is lessened.

A NEW APPROACH

In an attempt to examine closely the specific problem of the junior high-school report, the writer began a survey on October 9, 1940. He requested sample copies of junior high-school reports from the superintendents of schools in the 197 cities of the United States having a population of 50,000 or over.

He hoped to find answers to two questions, namely:

1. Do the report cards currently used in the junior high schools of the United States reflect accepted, modern educational philosophy and classroom practices?
2. If not, upon what bases may a revision of the present junior high-school reports be made?

The response to the request was most unusual, indicating a vital interest in the problem of report-making:

¹Spears, Harold. *The Emerging High-School Curriculum and Its Direction*. New York: American Book Co., 1940, pp. 210-211.

	Cities	% of Cities
Junior high-school reports received	149	76.8
Grade 7, 8, or 9 (elementary school) reports received; not used in this study except for comparative value	39	20.1
No response	6	3.1
Total	194	100.0

Of the 149 junior high-school reports received, eighteen were experimental forms; twelve school systems forwarded explanatory literature covering the use of their report form. A modern development—sending a series of letters to the home instead of a formal report—was reported by three school systems as characteristic of their junior high schools. These three are not included in this study.

ACCEPTED MODERN EDUCATIONAL PHILOSOPHY AND PRACTICES

At the moment no impartial observer can definitely describe *the* accepted, modern educational philosophy of the United States or *the* practices that conform to this philosophy. The best that can be done is to summarize trends and to report the claims of rival camps.

In a dictatorship with its Ministry of Education there would be no difficulty in doing this. There would be one philosophy, and one only. In a republic, however, founded on democratic principles, local autonomy and states' rights have influenced and are influencing the public schools of the nation, despite the urgency of war-time programs of education. Local communities still have the right to choose and to adapt any national program to their own needs. Of late, too, the pronouncements of the Educational Policies Commission of the National Educational Association have had wide acceptance. Because of their timely relationship to a national program of winning the war and the peace and their clarification of the objectives of American education, the publications and activities of the Commission may have a tremendous influence on the future of the American school.

Therefore, it may be assumed that a phase of modern educational philosophy in the United States is or will shortly be the acceptance of the Commission's thesis that *The Purposes of Education in American Democracy* should be based on:

1. The objectives of self-realization
2. The objectives of human-relationship
3. The objectives of economic efficiency
4. The objectives of civic responsibility

World War II in no way sets these objectives aside; in fact, the war intensifies their importance. The influence of progressive education in the United States as contrasted with the tradition of the three R's has affected the entire educational system in varying degrees. However, its program of in-

formality, individualization, wide interests, activities, social and cultural aspects have been the targets of devastating criticism.

Bagley for one inveighs against the "activists" and their "child-centered" schools, and insists that there must be sequential learning on the basis of organized subject matter, step by step. Such a process, he maintains, will give pupils the proper background for further learning. The impact of World War II with its stress upon fundamentals, technical skills, and *factual knowledge* seems to support his conviction at this time.

On the other hand, there is a marked trend to Gestalt or organismic psychology, away from the past emphasis on mechanistic behaviorism and "faculty" psychology. Since Gestalt psychology is concerned with the "whole child" as a fully unified or integrated organism, it sponsors the growing concept of integration of personality and once again stresses learning on an individual basis. It breaks down the concept of "mass" education and fits admirably into Dewey's concept of experimentation, namely, that "education is a continuous reconstruction of experience."

Yet, despite the growing trend in classroom practices towards direct experiencing, units of work, centers of interest, and the like, there is the opposing camp of *essentialists* who make sequential subject-matter learning a prerequisite for further schooling. Temporarily, at least for the duration of the war, the essentialists seem to have the upper hand.

In all, modern educational philosophy and its practices in the United States stem from the basic principle of respect for individual personality. This implies in practice an underlying philosophy of American education which may be stated as follows:

1. The school must become a thoroughly democratic institution in which the ways of democracy are learned and practiced.
2. The continuous growth of the whole child to the fullest extent of his or her ability is fundamental to the child's own good and that of society.
3. Instruction should be adapted to the varying needs and differences among individuals.
4. Learning is best achieved through worth-while experiences, individualized and socialized.
5. The enlightened citizen of tomorrow is the enlightened junior citizen of today.

Translated into implications for a reporting system, it follows that:

1. Ratings should take into account the growth of the whole child—*not* merely in relation to subject matter alone—but in relation to his or her total behavior as an individual and as a member of a democratic society.
2. Ratings should take into account the pupil's ability to achieve.
3. Ratings should avoid a competitive basis. The most desirable competition is competition against one's self, for no one can grow for another.

Progress, therefore, proceeds step by step for each pupil in excelling his or her own previous record.

Such implications for a modern rating system are based on practical philosophy of education, which should determine the school curriculum. It is essential, therefore, that every school system formulate a clear-cut statement of its own philosophy of education in order to give direction to its program. Unfortunately, there is conflict in many school systems of the United States between their professed philosophies and their school curriculums.

Relating modern educational philosophy, curriculums, and classroom practices to junior high-school education, it may be stated that this type of education exists as an opportunity for early adolescents to engage in socializing experiences, to explore and to become acquainted with wide fields of knowledge, to arouse interests, and to help pupils "find themselves."

That the junior high school has failed to develop its possibilities to the fullest extent is not the fault of its philosophy but of its administration. For example, large classes hamper adequate instruction; assignment to clubs has not always been made on the basis of a pupil's choice but on numerical convenience; guidance in its broadest sense has lagged; emphasis on subject matter has aped the traditions of the senior high school; failure of pupils to succeed in exploratory courses (when the purpose of the course was merely to acquaint pupils with new fields and to arouse new interests) has resulted in some schools in non-promotion and repetition of a whole semester's work; incoming seventh-grade pupils have been plunged into departmentalized activities too suddenly to make proper adjustments to many new teachers. Contrasted with its philosophy, the junior high school has not generally lived up to expectation.

PRINCIPLES UNDERLYING AN IDEAL REPORTING SYSTEM

In summarizing the principles upon which an effective reporting program may be built, Evans² offers the following broad considerations, here greatly abridged:

A. *Interpret the school.* Reports should serve as a means for interpretation of the school in relation to the welfare of the individual child. The school's specific relationship to the child should be explained on the report card in terms of the school's philosophy, aims, goals, and ideals.

B. *Impart a sense of relative values.* The typical report card with its emphasis upon scholarship overlooks the many phases of child welfare and growth—physical, mental, emotional, ethical, aesthetic, and social. The report should place major emphasis on the process by which educational products are created, for example, the development of fine traits of character, social adjustment, the ability to plan an attack upon a problem, the drawing of

²Evans, Robert O. *Practices, Trends, and Issues in Reporting to Parents on the Welfare of the Child in School*. New York: Bureau of Publications, Teachers College, Columbia University, 1938, pp. 75-89.

conclusions in the light of the facts on hand, and the like. These matters, rather than successes or failures in the mastery of subject matter as an end in itself, should be centers of interest and attention.

C. *Prevent emotional disturbance and disintegration.* No plan of reporting can tolerate any technique, device, instrument, or medium that creates negative emotionalized attitudes toward learning or toward the child's social growth, his teacher, his parents, his school, his home, or himself. Communication between school and home should be a continuous process directed at prevention and guidance rather than at remedial programs following difficulties.

The principle of respect for individual personality leaves no place for comparative appraisals of which one child is made conscious. Appraisals of child success should be in terms of ability of the individual child. Competition should be confined to the child's competition against his record.²

Any instrument based on the idea of rank in class or relative standing is an instrument for failure. (Scholarship marks based on objective tests, however, should be kept in permanent records as accurately as possible.) *When a child is doing all that the school has a reasonable right to expect of him, it is illogical to expect more.* It is undesirable that the child should attempt more. Justification for failure in school is questionable. In any event, no child should be made aware of failure unless he can be given hope for overcoming it and sufficient guidance to insure ultimate success *on his own level of ability.*

D. *Improve parent-child relationships.*

E. *Improve instructional services.*

F. *Promote morale and co-operation.*

G. *Communicate in understandable language.* If and when marks are used, they should be accompanied by a list of the factors marked—definite habits, specific skills, and specific learnings. Communication with parents is useless if it does not convey to them clear and definite meanings. It is actually harmful if parents receive impressions very different from those intended.

From the point of view of subject-matter rating, past experience indicates that radical improvements in this phase of educational measurement are needed. The need for some accurate measure of actual achievement is taken for granted; a teacher must know at what level of growth each of her pupils has arrived in order to do a successful job of teaching in terms of each pupil's needs.

Unfortunately, letter and numerical marks on a report card too often do more harm than good because they usually do not take into account a pupil's ability to achieve in terms of what may reasonably be expected; nor do they reflect the nature and amount of the pupil's growth.

A SUMMARY VIEW OF MINORITY PRACTICES

A. The philosophy of the newer program of education implies that

²Italics are by the writer.

evaluation and teaching are interdependent. In general, schools are developing their programs of evaluation along three converging paths:⁴

1. They are trying to widen the basis of evaluation by bringing into consideration all the kinds of changes they seek to make in pupils.

2. They are seeking to make marks or the records of achievement less vague and unreliable, more definite and precise.

3. They are endeavoring to re-establish some measure of unity between teaching and evaluation, to break down the isolation of measurement and its separation from the teaching function, and to make evaluation more consistent with the controlling purposes of the educational processes.

B. Formal reports are being replaced by written notes or parental interviews. As reported by Spears⁵, a written note based on the pupil's diary is sent to the home at nine-week intervals in Center Cross, Virginia. Spears also reports on the schools of Norris, Tennessee, where marks have been discarded for analytical letters sent home twice a year. Mutual student-teacher judgment is made with respect to such characteristics as accuracy, industry, initiative, leadership, appearance, responsibility, social-mindedness, and co-operation.

C. In schools where marks are still used, an effort is being made to evaluate work done in terms of the ability of each pupil. For example, at the Campus Laboratory School at Greeley, Colorado, this method was tried:

Achievement in Terms of Ability and Background

- () Achievement is greater than might reasonably be expected; *honors*.
 - () Achievement is consistent with ability and background; *satisfactory*.
 - () Achievement is less than might reasonably be expected; *unsatisfactory*.
- In this connection Hamrin and Erickson write:⁶

School marks should be commensurate with native, pupil capacity. When the pupil who is of average mentality achieves an average mark, he has done all that should be expected of him, but when a superior mental pupil achieves an average mark, he is frankly "loafing" on the job. It should be as easy for the "1" mental student to get a "1" as for the "3" mental to get a "3." Except that nature dictates to us that only a few are superior and only a few fail, we have no other basis for our distribution. It is highly desirable, however, that nobody fail, and there are plans in effect in some school systems where pupils never fail but where their rate of learning is the variable factor rather than the marks they receive, and accordingly they are allowed to slow up or to enrich their learning, depending upon their ability and their endeavors.

Lazar⁷ reports that emphasis is being placed on the child's own past

⁴*Learning the Ways of Democracy: A Case Book in Civic Education*. Educational Policies Commission. Washington, D. C.: National Education Association, 1940, p. 383.

⁵*Ibid.* pp. 101-102, pp. 170-171, p. 177, p. 217.

⁶Hamrin, Shirley A. and Erickson, Clifford E. *Guidance in the Secondary School*. New York: D. Appleton-Century Co. 1939, pp. 232-233.

⁷Lazar, May. "Whither School Records and Reports?" *School Executive*. June, 1938, p. 467.

record as a basis of comparison, as opposed to judging his progress in terms of the progress of the group. The trend is away from group and grade marking. "Expectancy" standards represent the keynote in present-day measurement of progress.

Thus, elimination of a competitive system of marking is implied. This idea is frankly stated on the experimental report of pupil progress for the ninth year now in use in Evansville, Indiana. A statement "To the Parent and the Pupil" includes this paragraph:

The marking system employed here is not a competitive system in which a student's worth or progress is measured by contrasting it with another's. Each pupil has a right to have his progress measured in terms of his own capabilities. The points on which the student is marked represent major objectives of the ninth-year program. The marks represent evaluations, the statements indicating pupil-goals.

D. Check lists of *specific* goals, interests, and attitudes are beginning to be used in an attempt to analyze everyday classroom activities and behavior. Terms like "citizenship" are carefully described and defined; codes of marking symbols are being detailed into specific descriptive levels, not merely A, B, or C as the case may be.

E. In some school systems pupils and teachers prepare individual reports jointly.

FINDINGS AND INTERPRETATION

A. MESSAGE TO PARENTS OR GUARDIANS

1. *Is there a statement of the educational philosophy, aims, goals, or ideals of the school?*

If interpretation of the school to the public is accepted as a function of reporting, then 105 school systems (70.5%) have failed to seize this opportunity of improving public relations. These systems have not clarified for patrons the school's specific relationship to the child in terms of the school's philosophy, aims, goals, or ideals.

2. *Is there an invitation to visit the school for further study and discussion concerning the progress of the pupil?*

More than one-third of the reports fail to invite parents and guardians to come to school to confer with the principal, counselor, adviser, or teachers about their children.

3. *Is there an explanation of the marking code or symbols used?*

Practically all of the reports (96.6%) give some explanation of the marking code or symbols used. It is interesting to note that 24 reports (16.1%) give extended, detailed explanations in the message.

4. *Is there a request for co-operation between the home and the school?*

A request for co-operation between the home and school is found on practically all reports (92.0%).

B. PHASES OF WELFARE AND GROWTH REPORTED

1. *What factors are rated?*

It is significant that 74 reports (49.7%) consider more than subject matter by listing "traits." Even though the majority of lists are composed of general terms without analysis into specific items of pupil behavior, an important beginning has been made in reporting more of the child than is implied in the mastery of subject matter. Only 23 reports (15.4%) in this study consider subjects alone.

2. *Is attention called to correctible physical defects—the health status of the pupil?*

Practically no attention is paid to the correction of physical defects. It is assumed that systems administering routine medical examinations have some other kind of communication with the parents. Nevertheless, it would seem that due to the prevalence of carious teeth, defective vision, poor nutrition, and other defects an *extra* vehicle for urging the correction of defects can be found in the report card. Even the five reports (3.3%) giving some consideration of the health status of the pupil are not clear as to what treatment is needed.

3. *Is mention made of special talents, skills, interests, or service in school groups?*

With the emphasis upon individual differences in junior high school, it seems shocking to find so little mention made of special talents, interests, or services rendered in school groups. Parents would certainly appreciate such information; it would undoubtedly encourage the pupil. Yet, only four reports (2.8%) realized this opportunity.

4. *Are subjects subdivided or analyzed into goals, objectives, skills, or habits?*

In 143 reports (96.6%) subjects are listed merely as subjects, by name only. Here again the junior high schools have missed an opportunity to clarify goals, objectives, skills, or habits within subject-matter areas. A subdivision under each subject would help the pupil and the parent to understand what the school is attempting to do.

The use of a separate report sheet by each "subject" teacher is worthy of consideration because it includes significant ratings of habits and skills within a definite subject-matter area. The actual number of such reports, however, is very small—seven (4.7%).

5. *Are "traits" subdivided or analyzed into specific characteristics, objectives, or habits?*

In the field of traits, however, one-fourth of the reports, thirty-eight (25.5%) show some attempt to analyze or subdivide the general characteristics of desirable pupil behavior into specific items. This is a significant trend found in the study.

C. RATINGS FOR SUBJECT MATTER

1. *How are rating codes listed?*

The majority of rating codes use alphabetical or literal symbols listing descriptive words or phrases. There is no uniformity of practice.

2. *How many steps (points) are used in the scales?*

A five-point scale is most frequently used (56.1%). However, the variety of the rating scales indicates the wide-spread attempt to break away from tradition and to simplify practice. Yet, the total effect seems to be chaotic.

3. *When per cent equivalents are used, what intervals are employed? What per cent determines failure?*

There is a variation from five to ten point intervals, within the range-limits of 50 to 100. "Failure" below a mark of 70 is characteristic of about half of the reports using per cent equivalents, although the range is from 50 to 75. Despite the difficulties of accurately administering a system of per cent equivalents, 27.5 per cent of the schools still use this outmoded method of rating pupils.

4. *Are ratings competitive—in which a student's worth or progress is measured by contrasting it with others according to grade levels or class norms?*

The ratings are definitely competitive. However, in at least sixteen systems (11.0%) an attempt is being made to measure pupil progress in terms of ability to achieve. This outstanding development is in keeping with the philosophy of progressive education which states in this connection that:

"The school has too long rated individuals in terms of standards that had no relationship to their past history, to their present problems, or their future plans. It should, therefore, undertake to understand the rate and directions of development that are best for each individual. As insight is gained concerning the best rate and direction of further development for the individual it will be increasingly possible to describe the requisites that will insure adequate continuity in growing."

The problem of rating in terms of ability to achieve re-opens the whole matter of educational philosophy, practices, and curriculum. Unless the school patrons are informed, there is danger that they will be confused. To avoid this possibility, A. H. Hughey, superintendent of schools of El Paso, Texas, sent a letter to parents, October 11, 1938, explaining the new position of the schools on rating, as follows:

To School Patrons:

Parents usually want to know how their children are getting along in school. The schools and teachers want them to know. There are three evident ways of measuring a child's progress in school work and school life.

⁵⁰"Progressive Education, Its Philosophy and Challenge." *Progressive Education*, Yearbook Supplement. Vol. XVIII, No. 5, May, 1941, p. 25.

(1) Measure or *judge* what he is *doing* by what he can do, or compare his *present* progress with his previous progress. This judging a child according to his ability, measuring him by himself, is probably the best way for the earlier grades. The point of view here is *teaching the child*. (High school and college students may better be rated in the second way below.)

(2) Measure what a child is learning or doing and what he is able to do, in comparison with what the subject studied requires, or the progress, for satisfactory promotion or attainment of "credit." The point of view here is *teaching the subject*.

(3) Measure the child's progress by comparison with other pupils in his class. Is he for example in the lower, middle, or upper third of his class? This idea is often that of a parent, but is not sound and may be unfair. Such temporary ranking does not tell a true or final story. The point of view here is a race or competition, not the subject nor the child.

This report is made out according to the first two ways above. . . .

5. *In systems using non-competitive ratings are supplementary competitive records furnished parents for possible college-preparatory pupils?*

Even though the majority of pupils will not go to college, it is significant that school systems which do not use competitive ratings still provide data to determine fitness for college. This apparently is a form of proper guidance.

6. *Is there a difference in rating symbols used for subjects and traits?*

Although on twenty-three reports subjects only are rated, the majority of reports show a difference. The difference in rating symbols between subjects and traits is difficult to explain. However, one possible reason is that subject matter rating can be made more objective through tests and measurements, while the present measurement of traits (pupil behavior and personal adjustment) as generally practiced is as yet in the stage of subjectivity or experimentation. However, a few valid tests in the field of traits are beginning to be used.

D. RATINGS FOR TRAITS

1. It is significant that 126 systems (84.5%) rate some form of pupil behavior in terms of character, citizenship, social adjustment, work habits, study habits, co-operation, health habits, and the like. This is a definite trend toward measuring pupil growth beyond the requirements of subject matter learning.

2. Where detailed statements of traits, habits, or attitudes are printed, an effort is made to reduce clerical work by the use of a check mark opposite the statement which is rated "unsatisfactory." However, it may be argued that rating only "unsatisfactory" traits is a negative approach to the problem, even though blank spaces indicate "satisfactory" progress. Nevertheless, simplification of rating seems to favor the use of two rather than the traditional five steps.

3. The use of one cover-all term such as *co-operation*, *citizenship*, *deportment*, or *conduct* is still characteristic of twenty-six school systems (20.1%). This type of rating is not in keeping with the modern practice of analyzing pupil behavior into specific types of daily activities. As expressed by the Educational Policies Commission,³

"A confusing factor, too, is the extent to which, in actual usage, a 'citizenship' mark is only the old 'deportment' mark under a new name. Unless the term is carefully described and defined, citizenship, to many teachers, means roughly 'obedient and respectful behavior,' or perhaps, 'co-operation,' without reference to the source of authority or the purpose of the co-operative activity. Under such conditions citizenship marks are not likely to develop the kinds of citizens a democracy requires."

E. SPACE FOR COMMENTS OR REMARKS

1. The newer report forms provide space for comments by both the teacher and the parent or guardian. As a means of improving home and school relationships and as an attempt for mutual guidance, this development deserves to be carefully studied. When parents are employed, and in crowded industrial areas both father and mother are often working, interviews with parents are difficult to manage. This feature of the report card seems to be practical. In essence it is democratic.

2. Space for teachers' comments in contrast to parents' is 2 to 1, teachers' 20.1 per cent and parents 10.1 per cent.

3. One of the most interesting developments of all is the experimental form used in the Irving Junior High School, Lincoln, Nebraska which permits pupils to write suggestions and comments. It is psychologically sound and stems from the renewed emphasis upon self-appraisal as a means to further growth.

F. FORMAT OF THE REPORTS

1. Of the systems reporting, seventy-four (50.0%) use a four page report card. However, very close (44.3%) is the single card or sheet, both sides being used.

2. There is no uniformity in the size of pages; thus, no uniformity in the size of reports. The highest per cent (18.7%) is found in the use of a 4"x6" page. The tremendous variability in page size points once again to the need for a standardized size, particularly within state boundaries for ease in mailing transfers and for reasons of economy; *i.e.*, cost of special size envelopes and filing cabinets.

SUMMARY AND RECOMMENDATIONS

1. If one of the principles of an ideal reporting system is accepted, namely, that reports should serve as a means for interpretation of the school

³*Learning the Ways of Democracy. A Case Book in Civic Education.* Educational Policies Commission. Washington, D. C.: National Education Association, 1940, p. 401.

in relation to the welfare of the individual, then 105 school system (70.5%) have failed to use the junior high-school report to explain the school's philosophy, aims, goals, or ideals.

Formulation of an underlying philosophy in clear and consistent terms is essential. Objectives of the school should be stated clearly. The superintendent's or the principal's message as printed on the junior high-school report card offers an opportunity for improving public relations through clarifying statements of philosophy, aims, goals, or ideals.

2. Although a request for co-operation between the home and the school is found on practically all the report cards (92.0%), more than one-third of them fail to invite parents or guardians to the school for further information, conferences, and the like.

Good public relations demand an "open-house" attitude toward the school and ready access to the principal's, teacher's, or counselor's door.

3. If another principle of an ideal reporting system is accepted, namely, that of imparting a sense of relative values, then to the emphasis on subject-matter learning should be added the equally important educational task of considering the many phases of child welfare and growth—physical, mental, emotional, ethical, aesthetic, and social.

In keeping with organismic psychology, it should be recognized that the whole child comes to school. The junior high-school report card should reflect as much of the pupil's total growth and progress as is practicable for the guidance of parents, the pupil, and the teachers.

4. It is to the credit of the junior high schools as reported in this study that only twenty-three school systems (15.4%) fail to recognize more than subject matter in their reporting. All others include rating of desirable characteristics, habits, or attitudes, not to the extent desired but sufficiently to have made an important beginning. Unfortunately, most of the lists of traits are merely generalized terms that have little meaning until subdivided into specific items of pupil behavior. *The junior high-school report could well abandon the use of all-inclusive virtues such as "co-operation," "citizenship," or "deportment" for detailed, specific lists of habits affecting pupil progress.*

5. It is regrettable that the junior high-school report card fails to give attention to the health status of the pupil. Only five reports (3.3%) make any mention of health at all. To be sure, health education and physical education as subjects appear on practically all the reports, but no attention is paid to securing the treatment of remedial defects. Even though special notes from the school doctor or nurse may go to the home concerning defects, it is clear that the junior high schools have not used the junior high-school report card as an instrument for stressing the need for treatment. One large city school system found that only about one-third of its students were physically normal, that is, free from correctible physical defects.

It would seem that as a phase of national defense and good educational practice the junior high-school report should contain a periodic record of the health status of the pupil with emphasis upon treatment of remedial defects.

6. Notwithstanding the professed recognition of individual differences in the junior high-school program, it is shocking to note that so little mention is made of special talents, interests, skills, or services rendered to the school. Certainly parents would appreciate such information; and recognition of this type would undoubtedly encourage the pupil. Only four reports (2.8%) made use of this opportunity. *A section of the junior high-school report should be devoted to a listing of special skills, talents, interests, activity, and services in classroom or school groups.*

7. Again, if the junior high-school report card is to serve as a means of interpretation, the junior high schools have failed to seize an opportunity to clarify goals, objectives, or habits, within subject-matter fields. In 143 reports (96.6%) subjects are listed merely as subjects, by name only. No attempt is made to analyze them into practical statements of goals for the guidance of pupils and the information of parents. However, it is significant that in the field of traits 38 reports (25.5%) attempt to analyze or subdivide the general characteristics of desirable pupil behavior into specific items. *The junior high-school report card should specify goals or habits in both the subject-matter and the traits areas, where practicable.*

8. There is no problem in the field of junior high-school reporting so confusing as that of devising an accurate, practical, stimulating system of measuring pupil progress in subject-matter experience. An adequate solution requires a clear statement of underlying philosophy, the recognition of individual differences in ability to achieve, and the installation of curriculums to provide for these differences. *In other words, are all pupils to be measured by the same standards?* Is the rating system competitive? Is one pupil compared with other pupils in his group, his class, or grade? Is there a variation in standards for all pupils or are all measured against standardized yard-sticks? Answers to these questions are imperative in a modern program of education.

At the moment the junior high schools as revealed in this study have highly competitive rating systems. Whether or not this is sound practice, the author is not prepared to say, except that it is contrary to the promising practices of progressive education and the concept of permitting pupils to advance at their own rates of learning. *However, sixteen systems (11.0%) are attempting to measure pupil progress in terms of ability to achieve.* Recognizing traditional marking as a guide to college entrants, they are also keeping records on a competitive basis.

The majority of rating codes use letter symbols, usually on a five-point scale. However, the variety of rating scales indicates a wide-spread attempt to break away from traditional influences and to simplify practice.

10. Percentage scales are still being used in 27.5 per cent of the systems. Studies have shown such scales to be difficult to administer accurately. *Percentage scales or percentage equivalents on the junior high-school report should be discarded.*

11. Ratings for traits are usually simplified, employing two steps (69.6%). This seems to be good practice. The terms "Satisfactory" or "Unsatisfactory" or the letters "S" or "U" are generally used. Unfortunately, the use of all-inclusive terms is a characteristic of 20.1 per cent of the card. *The practice of simplifying ratings for traits on a two-point scale should be considered for use on the junior high-school report card.*

12. A significant development is the use of space for teacher and parental comments. One school system even provides space for pupil suggestions and comments. *This interesting phase of improving parent-child relationships and home-school co-operation deserves careful consideration by all those planning revision of their present report card.*

13. In format 50 per cent of the report cards studied are of four pages or sides. A single card, both sides of which are used, is characteristic of 44.3 per cent. However, there is no majority trend as to size. The highest per cent (18.7%) is in the use of 4"x6" card. The present practice is chaotic, variability extending from 3"x5" to 7"x8½". *Is it desirable that uniformity of size, at least, be sought within state-boundaries?*

14. In general, the junior high-school report card as shown in this survey of 149 report cards is commendable for recognizing the growing concept of pupil welfare and growth, by adding to the emphasis on subject matter, ratings for growth in habits, attitudes, and characteristics of pupil behavior.

On the other hand, the junior high-school report fails to utilize its interpretative value through a clear statement of goals, objectives, or philosophy; fails to encourage treatment of physical defects; fails to recognize special skill, talent, activities, and services of individual pupils; and fails to analyze subject-matter fields into understandable goals.

The tradition of a competitive rating system continues. *However, the time has come when recognition of differences in the rate of learning and the ability to achieve must be considered realistically, if the avowed objectives of a program of education for the junior high-school pupil are to be made socially significant.*

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They Are Expendable

MARION EDMAN

Assistant Professor of Education, Wayne University, Detroit, Michigan

THOSE WHO are engaged in working with youth today cannot fail to recognize that they deal with the most vital and the most expendable of all the factors which are required for the winning of the war. Everywhere are the reminders that young people are absolutely indispensable for our victory; boys who are too young to vote are drafted for military service; men above twenty-five are unable to withstand the rigors of piloting a dive bomber—the best pilots are under twenty; men of forty are too old for active military service and are released to resume civilian life. In addition to being indispensable on the fighting front, boys—and girls, too—are heeding the constant urge of society to help out on the production front and are leaving school by the thousands each month to take jobs in industry.

Small wonder it is, then, that administrators and teachers everywhere are asking: "What are the best things we can do for boys and girls during the time they are in school so that they will be prepared to face the world which confronts them?" The seriousness of the question is matched only by the seriousness of the need for proper preparation: the need of the youth and the need of the nation. Time is extremely limited; the exigencies of the moment are sorely pressing. The whole matter is well summed up in a current best-seller:

"You don't understand," said the young naval officer. "We were expendable. . . . It's like this . . . the captain takes you to a machine gun covering the road. 'You're to stay here and hold this position,' he tells you. 'For how long?' you ask. 'Never mind,' he answers, 'just hold it.' Then you know you're expendable. In a war anything can be expendable—money or gasoline or equipment or most usually men. They are expending you and that machine gun to get time. . . . You know the situation, that those few minutes gained are worth the life of a man to your army."¹

HOW DOES YOUTH FEEL

The first responsibility of the school toward youth in the present war situation is to come to some understanding of how youth feels toward his world. It is always difficult for adults to understand the younger generation, but the present emergency widens that breach. For this reason, high-school faculties should read carefully such current surveys of the attitude and thinking of young people as that made recently by *Fortune*.² This survey sampled the attitudes of high-school boys and girls throughout the country on such questions as these: What do you think we are really fighting for? Do you think the axis powers have any chance to win this war? If you had to give up one of these things, which would you be the least willing to give up: freedom of

¹White, W. L. *They Were Expendable*. New York: Harcourt, Brace and Company, 1942. p. 1, 2.

²"A Self-Portrait of Youth." *Fortune* 26; 8-20; 8-26, November and December, 1942.

speech, freedom of religion, the right to vote, trial by jury, etc.? Do you think young men after this war are going to have a better chance to get ahead, poorer chance, or about the same chance young men had before this war? The questions cover a wide scope of topics concerning the war, young people's part in the war, and in the post-war era.

Study of a poll of this sort gives a high-school faculty insight into the thinking of the young people of high-school age throughout the country. But that is not enough. They must attempt to learn more specifically what unique problems face their own youth. Studies have been made of selected communities such as that reported for high schools in the state of Washington.² Similar techniques might well be used in surveying an individual school. A local survey of this type will reveal a great deal about the thinking of boys and girls which cannot be easily summarized in any other way. Essays written in English classes will further bring to light many of the individual problems which face youngsters and will also help to make teachers sensitive to the enormity of the problems which confront high-school boys and girls of the present day.

On the basis of any type of survey which might be made of the problems facing youth, four fundamental needs seem to emerge for young people in high school: (1) the need for counseling; (2) the need for a functional curriculum; (3) the need for service activities and for recreation which will help to relieve the tensions growing out of personal anxiety; (4) the need for a vital philosophy of life. Each of these will be considered briefly.

THE NEEDS FOR COUNSELING

The need for personal counseling has always been great among youth; in times of extreme stress and strain it is paramount. Boys who are approaching the draft age are asking such questions as these: Shall I enlist before I am drafted? How am I to compete with so many older and more carefully trained men in the armed forces so that I will be assured of a position where I can give my best services? How can I prepare myself for the various sorts of tests which will be given me upon induction? Younger boys face similar questions although they need not be answered with similar urgency. Girls, too, are faced with perplexing questions: Is it patriotic for me to quit school and go to work? What kinds of jobs are available in the community? How can I share in the vital sacrifices which boys of my age are called upon to make?

In many schools, counseling committees have been set up to keep boys informed from day to day about military policies, draft regulations, enlistment procedures, aptitude tests, special training, and other matters pertaining directly to military service. Where boys have had the assurance that the school was enough interested in their welfare to keep them currently informed about

²Cronbach, Lee J. "Helping Pupils Adjust to War," *Social Education*, 6:301-303, November, 1942. Also printed in digest form in *Education Digest*, December, 1942.

service regulations, the confusion of many of them has been lessened and they have been made to feel much more confident about beginning army life than where they have been allowed to drift along without any organized help from the school.

In view of the large numbers of youth leaving schools to enter industry each month, the need for vocational guidance had increased tremendously. Most of the youngsters leaving school avow their purpose of returning to complete their education. That the majority will fail to do so is a foregone conclusion. It is highly important, therefore, that the school do everything in its power to find employment for these young workers where they are not currently exploited and where they will have the opportunity to give the best possible service over a period of time. While child labor laws are at present being openly flouted in certain areas of the country in many localities, co-operation between schools and industry has resulted in maintaining high standards for the employment of youth, even in these days of man-power shortages.

The disintegration of home life which is being brought about in many areas because of the increasing employment of mothers outside the home sharpens the need for personal counseling in school. In many sections of the country, juvenile delinquency is on the increase. Co-operation between the school and other community agencies which are immediately interested in the welfare of youth is increasingly imperative if the values for which the war is being fought are to be preserved on the home front.

NEED FOR A REVAMPED CURRICULUM

The second great need of boys and girls in high schools is for a revamped curriculum. It is not necessary here to go into the specific requirements of a school program which will meet present day demands upon young people for that has been simply and comprehensibly covered in a recent publication of the Educational Policies Commission.⁴ The revamping of a curriculum which has grown out of years of tradition is, as the Commission points out, not an easy task.

To expect that the secondary-school program can be retained substantially as it was, with superficial additions here and there to acknowledge that the United States is engaged in a war of survival, is to avoid reality. The policy that nothing in the pre-war program can be discontinued and that all the war activities of the school must be regarded primarily as extras is both inefficient and impractical.⁵

Specific recommendations are made in this report for pre-induction training and for occupational training. The subject-matter fields of mathematics, science, languages, health and physical education, home economics, and the arts are each considered briefly and suggestions made for reorganizing each in the light of present needs and demands of young people.

⁴Educational Policies Commission of the National Education Association. *What the Schools Should Teach in Wartime*. Washington, D. C.: the Association, 1943. 32 p. 10c.

⁵*Ibid.* p. 7.

The revamping and the revitalizing of the school curriculum necessitate certain shifts in teaching personnel, dropping certain courses or units in courses, adding other courses and units in courses. Fundamentally, however, a change of emphasis and point of view in existing courses is all important in re-making the curriculum. All of these changes challenge to the utmost the resourcefulness of the administration and the teaching staff.

NEED FOR RELEASE FROM TENSIONS

The third need of young people is to find release from the tensions of uncertainty and confusion which arise within those about to be inducted into service and likewise within those who must stay in civilian life and watch their comrades go away to perform heroic deeds which make their own role in world affairs seem humdrum and inconsequential. This need is particularly great among those yet too young to enter the service or to do productive work which contributes to the war effort. The school must somehow give opportunity to the boys and girls of this age group to have at least a vicarious part in the winning of the war. This can be partially done through "drives," USO services, volunteer community services of various sorts, correspondence clubs which assume responsibility for keeping in touch with those in the armed forces who have gone from the school, and other activities which will furnish these young people with the sense of contributing worth-while service and of having a definite part in a drama in which many of their fellows play a heroic and even a tragic role.

In many schools, athletic and recreational programs have been discontinued for the duration of the war. The wisdom of such curtailment may well be questioned in the face of rising delinquency among young people and the predicted increase in mental maladjustments among youth. Activities which give an outlet for personal expression are more important than ever in periods of high emotional stress.

NEED FOR A VITAL PHILOSOPHY OF LIFE

The final need of youth is for a philosophy to which he can cling through periods of extreme doubt and strain. He needs to possess a fundamental belief in the ultimate goodness of the universe and in his power to make a real contribution in bringing about the consummation of that goodness for himself and for his fellows. To too many young people, war is a period of great disillusionment in which the philosophy of "Eat, drink, and be merry, for tomorrow we die" becomes the rule of thought and conduct. Rather, war should be a time when youth is made conscious of the conflict as a period of travail in which the forces of good are endeavoring, in spite of violent opposition, to bring to birth a better world in which he will find opportunity for greater personal and social development than could be possible in the old. Unless youth can be made to see the present struggle as one stage in the development of men's highest ideals, it will be impossible for him to play a truly heroic role in the

winning of the war and to take an intelligent part in the planning of the peace to come. The *Fortune* poll indicates that youth do have gratifyingly clear ideas on the issues of the war and that they are almost unanimously agreed that democracy is the form of government preferable to all others. There is evidence, however, that boys and girls need to know more of the ideals for which this country stands and it is recommended that they read carefully the great documents of American history. These have lately been made available in a twenty-five cent volume, *The Pocket Book of America*,⁴ and are therefore within reach of the budget of every school in the land. Making our democracy functional to all minority groups within our country should also be made a challenge to the young people in our high schools. Teachers will find two recent publications of great help in guiding their thinking along these lines: *Americans All* and *Intercultural Education in American Schools*.⁵

In addition to understanding and subscribing to the ideals of government for which our country stands, every boy and girl must needs develop those ideals of personal and human relationships which may be grouped under the old term of "character education." There is no better place for the building of these ideals than through the literature read in English courses. The traditional course in literature with its emphasis on the careful analysis of a few classics and its meticulous tracing of chronological literary developments and history can never give boys and girls a sense of the values by which they can learn to live. The kind of program outlined recently by a committee of the National Council of Teachers of English⁶ can show youth through the high deeds and heroic thinking of characters in situations similar to many of their own.

This does not mean that the literature is to be made the basis for moralistic preaching. Rather, it means that literature is to give the reader a vision. The youth who reads John Magee's *High Flight* cannot help but feel the personal inspiration of the closing lines, for was not the author one of his own generation, meeting heroically a fate which might well be his own?

*Up, up the long delirious burning blue
I've topped the wind-swept heights with easy grace,
Where never lark, or even eagle, flew:
And while with silent, lifting mind I've trod
The high, untresspassed sanctity of space,
Put out my hand, and touched the face of God.*

Lists of suitable materials for a meaningful program in literature have

⁴*Pocket Book of America*. New York: Pocket Book Corporation, 1230 Sixth Avenue, 1943.

⁵Department of Supervisors and Directors of Instruction of the National Education Association. *Americans All*. Washington, D. C.: the Association, 1942.

⁶Vickery, Howard and Cole, Stuart. *Intercultural Education in American Schools*. New York: Harper and Brothers, 1943.

⁷Planning Commission of the National Council of Teachers of English. "Role of the English Teacher in War time." *English Journal*, 31:1-5; February, 1942.

been prepared by the National Council of Teachers of English¹⁰ and the American Library Association.¹¹ The use of such materials will make possible the kind of program in character education described in the Educational Policies report previously cited.

While there are certain elements in the current problems of young people which are unique to a world at war, certain other elements in them are timeless and need the constant attention of those engaged in the education of youth. The matter is well summed up in the report of the Educational Policies Commission:

The program for education in wartime, as presented in these pages, is not, in some respects, a program that we would favor in peace. It will require us to dispense with many cherished and valuable educational activities, just as, for example, we have given up the possibility of new automobiles for the duration. Nevertheless, there are compensatory gains. If it is a good thing to teach nutrition in wartime, it is a good thing to teach nutrition in peacetime. So it is with the teaching of thrift, good habits of saving and spending, personal hygiene, public health, first aid, safety, habits of industry, vocational skills, civic loyalties, and community service. If the war brings about a more generous recognition of the value of such education, it will not be wholly detrimental to secondary education in this country.¹²

¹⁰*Leisure Reading* (for Junior High Schools) and *Home Reading* (for Senior High Schools.) National Council of Teachers of English. 211 West 68 Street, Chicago: 20c each.

¹¹*American and the War—This Is Our War*. Chicago: American Library Association. 520 North Michigan Avenue, 25c.

¹²*Op. cit.*, p. 7-8.

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A Physical Fitness Program in the Small High School

R. W. TURK

Supervising Principal, High School, Clewiston, Florida

THE FOLLOWING article is written in lieu of the general attitude still prevailing in many small schools and communities of not having money, equipment, and proper certificated personnel in organizing, building, and carrying on a physical fitness program in order better to prepare boys and girls in meeting the demands of a war-time society. The program is not perfect, *but*, it is organized, and is in the continuous process of building.

Prior to September, 1942, physical education was extended to only a few in the Clewiston public schools. Inter-scholastic football and basketball prevailed. All pupils not participating in these received no coaching or definite supervision in physical education or athletics of any form.

The school enrollment fluctuates between 350 and 375 students in grades one through twelve. The traditional recess period prevailed in the elementary grades. (Thirty minutes each morning and ten minutes each afternoon). During this time all elementary grades (225-250 students) were on the school grounds at the same time. Little in the form of physical education was stressed or accomplished.

Physical education in this school was the same as many programs in other small schools throughout the state and nation—practically *nil*. However, nothing definite was ever done about it. The boys in junior-senior high school played football and basketball; the girls, basketball. These two sports were held after school, and enlistment was voluntary. The results were this that many pupils were excluded from any form of physical education.

The school feels that the war has done something for its program. It has awakened the faculty, students, community, and school board. Even though the school hasn't certificated physical education instructors and a modern gym, it can and has done much with very little. Interest and co-operation has been the determining producer—not money nor certificated physical education instructors.

THE PROGRAM AT CLEWISTON

A general outline of the program, very much incomplete, but growing, follows. Perhaps it will help other schools of similar size, having problems in common, to make at least a start in building up an outdoor program that will have variety enough to it that the pupils will never have the chance to say, "*I'm tired of doing that; we did that last week.*"

EQUIPMENT

Clewiston school site consists of three and one-half acres. Two school buildings take up approximately one acre. Since there is no gymnasium, all

activities must be handled outdoors. At the beginning of this school year the following playground equipment was on hand: 2 footballs, 2 basketballs, 1 volleyball, 1 net, 3 jump ropes, and 2 rubber playground balls. The County School Board was asked for approval of fifty dollars to purchase the necessary physical education equipment with which to set the program in motion. They approved the request and the following items were purchased: 4 "outseam" playground balls; 2 each of the following: complete croquet sets, volleyballs, volleyball nets, and five-inch playground rubber balls; and 1 each of the following: discus, iron shot, boy's javelin, girl's javelin, thirteen-inch playground rubber ball, and a soccer ball.

ELEMENTARY GRADES

Each morning, five days a week, grades 1, 2, 3, leave their classrooms at 10 A.M. and go out on the school grounds for physical education. This period lasts thirty minutes. Each class is under the direct supervision of a teacher. As in grades 4, 5, 6, teachers change so that they supervise grades other than their own. The grades are also combined in large group activities under the supervision of more than one teacher.

A few minutes after grades 1, 2, 3, come back into the building, grades 4, 5, 6, go out for their thirty minutes of physical education. As in grades 1, 2, 3, each teacher follows the same procedure in supervision and guidance. These children, being older and larger, participate in more strenuous exercise. Each group has between ten and fifteen minutes of calisthenics. For the remainder of the period each class chooses their activity of the day. Classes may combine and play the same game.

JUNIOR AND SENIOR HIGH SCHOOL

In the junior and senior high school the school operates its class schedule for sixty-minute periods. The last period in the day—four times per week—is devoted to physical education for both boys and girls. On the other day visual education, home-room activities, assembly programs, and clubs are held.

Several of the instructional staff are taking Red Cross first-aid instructors course. They will teach first-aid to all pupils in grades seven through twelve. This will be done in such a manner as not to interfere too much with the activities in which the school is now participating.

The Girl's Program

One of the problems confronting a school of this size without certificated physical education teachers is to work out an acceptable physical-fitness program for girls. At the beginning of the school year the high-school faculty adopted the following ten-point program:

1. Girls to be divided into five groups of about fifteen each.
2. Groups to include girls of about equal athletic ability in order to keep the competition keen.

3. Captain to be selected for each group in calisthenics, military drill, and other activities.
4. Uniform consisting of white shirt and shorts to be provided by each girl.
5. Physical examination to be given by a practicing physician as soon as possible.
6. Girls to be weighed and measured at the beginning of or during each six-weeks interval.
7. Tests to be given at beginning of each six-weeks period and improvements noted on a score card furnished by the State Department of Education.
8. Major sport during the first twelve weeks to be volleyball; the second twelve weeks, basketball; and the third twelve weeks, soft ball.
9. Tournaments in the three selected sports to be held at the end of each twelve-weeks period, scores being based on points gained rather than games won.
10. All girls to be graded on individual ability, co-operation, fair play, and punctuality.

This program has worked out very successfully. There has been a great deal of competition between the groups. The captains have taken their jobs seriously and have lightened the burdens of the faculty advisor of each group. Some of the older girls gave up several hours each day of their Christmas vacation to learn military drill in order to instruct the remainder of their group during the rest of the school year.

Almost all of the girls dress in uniform. A practicing physician has assisted with physical examination of both boys and girls. Girls' groups are becoming very proficient in calisthenics and military drill. The volleyball tournament was thoroughly enjoyed. Interest is kept alive in all groups to the end of the contests by using the point system of choosing the winner.

The Boys' Program

Due to the war demands on physical fitness, the school feels that the boys should be given the "works" so to speak. At first the program was slow and easy, but by gradually stepping it up to sixty minutes, four times each week, a program of good, hard, constructive, body building physical education for all boys in grades seven to twelve is now provided.

Preliminary procedures:—Each boy was furnished with a *Boys Annual Individual Record Card for Physical-Fitness Club*¹ which was filled out by the individual. By this card we were able to group the boys according to age, weight, and height. Groups A, B, C, D, E and F, were formed. Each group elected a captain as a leader, whose duty it is to check the roll each day. Another card is kept on file for each boy, to which he does not have access, listing his height, weight (every 20 days), attendance, and monthly and final grades.

¹Secured from the Florida State Department of Education, Tallahassee, Florida, for one dollar per 100 cards. The department also has a similarly organized card for use with girls.

The school has one dressing room consisting of twenty small steel lockers, two showers, toilet, and drinking fountain in one building. Of course, this isn't room enough for all. Therefore, in the elementary building one shower has been installed in the boys' lavatory. The boys dress in a classroom across the hall. They keep their clothes in two closets at the rear of this room. Nails were put in so they could hang their clothes and wet towels to dry. As you can see, the dressing facilities are inadequate. However, we are making them do. The boys co-operate in keeping the rooms clean and their clothes hung in the proper place.

All boys furnish their own towels. At the beginning of each school month each boy is asked to bring one bar of soap. This supply more than lasts the designated period.

The Schedule of Activities

<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>
Activities	Military Drill 45 Min.	Military Drill 15 Min. 30 Min. of Activity	Open	Activity Every 2 Weeks 30 Min. of Individual practice on any skill boys want.

Organization:—The boys are given six minutes to dress and be on the field. They line up according to groups. The captain steps forward and receives the daily-attendance card. He checks his group for attendance, hands this to the instructor, and resumes his place at the head of his group. From here on all maneuvers during the period are carried out in military form.

Activities:—There are a variety of activities in which the boys may participate. A few are as follows: shot, javelin, discus, soccer, boxing, wrestling, basketball, touch football, relays, mile run, softball, volleyball, golf.

Obstacle Course:—One of the best conditioners and skill developing activities is the obstacle course. At the end of each physical education period each group must go completely through the student-made obstacle course. This course was constructed from old lumber salvaged around the school yard and town. Most of the construction work was done by the agriculture class. The course is not completed as yet, but the school hopes to have it finished by mid-term. The complete course is 110-yards long with two sides. Thus a boy must travel 220 yards before he finishes; fifty yards of the return side is yet in the making.

The first obstacle is a twenty-foot ladder which is climbed—boy drops and rolls in a soft pile of sand—continues on to six four-and-a-half foot hurdles

—then hits the dirt and crawls on his stomach for forty yards under sixteen-inch obstacles. Leaving this he has twenty yards in which to get up speed and leap twelve feet over a three-foot-deep pool of water with the aid of a rope. Fifteen feet away his next obstacle is an eleven-foot solid wall. Once over this he must travel twenty-five yards swinging in the air by his hands from a ladder, then on to two fifteen-foot (length) four-inch wide rails (three feet from the ground) for teaching balance while running. He finishes back to the starting point after a thirty-yard dash. This remaining thirty yards will have other obstacles constructed later. In traveling through this course we encourage *speed*. After a boy is through, he falls in line and marches back to the school building where he is dismissed. Any boy receiving cuts or scratches from the day's activity must go to the principal's office for treatment or checking before taking a shower.

The school believes that a boy uses every muscle in his body when traveling through this course. It is hard but fun. At first the boys didn't see any point in the obstacle course, but within a few weeks they themselves could see their improvement and development.

Tests:—Each month boys are required to check themselves on various tests. Using their *Individual Fitness Club Card*, they keep a record of each month's score. Two final examinations are required of each boy. He must satisfy this requirement in order to receive credit for physical education.

Mid-Term Examination Groups

Groups A, B, C

	Required
Chin	25
Push Ups	15
Rope Climb	15 feet
Leg Lifts	50
Sit Ups	100
Standing broad jump	5 feet
Shot	30 feet
Mile	10 Min.
Javelin	30 yards
Discus	40 feet
Dash (100 yards)	13 Seconds
Obstacle Course	3 Minutes

Groups D, E, F

Chin	15
Push Ups	10
Rope Climb	10 feet
Leg Lifts	25
Sit Ups	50
Standing broad jump	4 feet
Mile	15 Minutes
Dash (50 yards)	10 Seconds
Obstacle Course	5 Minutes

The final examination requirements have not as yet been compiled. In order to make them more difficult the requirements will be raised. Groups A, B, C being the older and more mature boys have harder requirements than do groups D, E, F.

RESULTS OF THE PROGRAM

It is difficult to say how much good the program is *really* doing. However, all boys are toughening up; the thin are gaining weight, and the fat are losing. The number of colds has decreased so far this year over the last two years and judging from parents' reports the participants are eating them out of house and home.

This completes the general outline of the unfinished but growing physical fitness program. As stated before, "the thin are gaining and the fat are losing weight;" however, as in most groups of young boys and girls, the majority need to gain weight. The following chart may be interesting to the reader as it shows over a period of six and a half months that 121 high-school pupils showed a net gain of 337 pounds and a net loss of 63 pounds. The following statistics are based from the 15th of September to the 15th of March.

	<i>Enrollment</i>	<i>Amount Lost</i>	<i>Amount Gained</i>
Grade VII	31	12	112
Grade VIII	40	8	123
Grade IX	21	7	64
Grade X	15	11	26
Grade XI	10	13	9
Grade XII	4	12	3
<i>Total</i>	121	63	337



Part of the intensive Physical Fitness Program which the boys of the Clewiston, Florida High School go through, and they enjoy it!

The Small School and the War

E. B. CHRISTENSEN

Principal, Round Valley Union School, Covelo, California

THE QUESTION has frequently arisen among the principals of the smaller secondary schools throughout the country as to what they, with their small enrollments, can do both in the way of materially aiding the war effort and in the way of efficient curriculum readjustments. Some have even gone so far as to say that there is nothing the small school can do. However, fortunately, this later group composes a very small sector of the total number. In all probability there are very few small secondary schools that have not made at least some adjustments in their curriculum. In line with this trend, the Round Valley Union High School of Covelo, California, is an example of what other small schools throughout the nation are doing. The following outline of the activities of this school reflects the influence of the war upon the program of the small secondary school and the eagerness on the part of both principals and teachers with which they have entered into a program of revision and readjustment in order to make the greatest contribution possible to the war effort.

GENERAL OPERATION HAS BEEN AFFECTED

1. Economies have been possible
 - a. In the use of fuel and light—by improved scheduling and greater care in conservation.
 - b. In the expenditures for supplies and equipment—by careful conservation; for example, use of book covers, re-sanding desks, salvage of bolts from scrap, delay of floor re-sanding, use of waste paper for scratch paper, and sale of three unused typewriters.
 - c. In the employing of one-half teacher less—made possible by combining classes and increasing teaching load of individual teachers.
 - d. In the elimination of certain activities—such as inter-school athletics and certain night-school courses.
 - e. In the lunch program—by taking advantage of the Penny Milk Program, School Lunch, and NYA programs of the Federal government.
2. General philosophy of operation has changed—to greater emphasis on thoroughness, accuracy, and drill in classes, and wider participation in science and mathematics courses.
3. School calendar has been set to give the longest summer vacation possible.

SERVICES RENDERED HAVE BEEN INCREASED

1. The school acts as an information center on rationing of all sorts.
2. Rationing registration has been done by teachers.
3. Red Cross is granted use of the sewing room.
4. A farm-equipment repair class is operated.

5. A cow-testing service is available.
6. Scrap collection and salvage drives have been conducted through the school.
7. Teachers have manned airplane observation posts faithfully.
8. War bond and stamp sales have been promoted.
9. A healthful lunch is provided at a cost of five cents to each pupil.
10. A medical inspection has been given every pupil.
11. Dental-work program has been continued.
12. A dance orchestra has been organized.
13. All teachers regularly buy bonds.
14. Construction of model airplanes for the navy has been started.

THE CURRICULUM HAS UNDERGONE CHANGES

1. New courses have been added.
 - a. Pre-flight aeronautics for all seniors.
 - b. Commercial work such as bookkeeping and junior business training.
2. Changes have been made in existing courses.
 - a. In social studies—greater emphasis on current events, causes of war, civics, values of democracy, and the effects of the war on present-day life.
 - b. In the agricultural courses—increased emphasis on production and repair.
 - c. In English—attempts to keep the vocabulary up to date, practice in questionnaire completion, reports on subject matter pertinent to war, and emphasis on patriotic literature.
 - d. In home making—instruction on how to minimize effect of present-day shortages, emphasis on conservation of food and clothing, including its purchase, use, and repair.
 - e. In physical education—elimination of inter-school competition and emphasis on rugged play with participation by all.
 - f. In foreign language—Spanish has been substituted for German and is given with a cultural and historical slant with a view to promoting Pan-Americanism. War-time Spanish is taught through a very recently written text.
 - g. In commercial work—emphasis has been placed on bookkeeping and record-keeping to facilitate the making of income and victory tax returns, government agricultural reports, questionnaires, and the like. Typing and duplicating work have been done for Red Cross and the USO.

The Victory Corps in the Small High School

HARRY M. BRAWLEY

Principal, Chamberlain Junior High School, Charleston, West Virginia

WHEN PLANS for the Victory Corps were announced, a first glance did not reveal anything of real significance for the junior high schools. The Chamberlain Junior High School has an enrollment of two hundred pupils with eight teachers. The big problem was how can a small high school with an already over-crowded curriculum and over-burdened teaching staff expand its program further. Then too, in the meetings held for purposes of explanation, it was generally agreed that the Victory Corps was a senior high-school project. Junior high-school pupils, including those in the ninth grade, were to be eligible for a vague status called *General Membership*.

The goal of the Chamberlain Junior High School was to give a definitiveness of purpose to this *General Membership*. The general qualifications were that to be a member one had to be in a physical fitness program and also be engaged in something which would contribute to the war effort. It was quickly realized that a small school such as Chamberlain would either have to have more time in the school day or an extra teacher if a worth-while program were to be planned. Upon being advised that another teacher for the staff was an idealistic notion, the faculty itself set to the task of drafting a longer school day. The seven-period day ended at 3:17, so an extra period would have carried until 4:04. This was too late because of crowded bus facilities at this time. An extra period was made possible, however, by eliminating two practically useless home-room periods, shortening the noon hour a few minutes, lessening the time for changing classes, and extending the school day to 3:30. There were then eight forty-five minute periods.

This extra period made it possible to give every pupil five full periods of physical education each week instead of two as had formerly been done. Spelling was scheduled for one forty-five-minute period weekly instead of three fifteen-minute periods on separate days.

With this additional time, a real physical fitness program was developed. An obstacle course was mapped out extending from the school into the nearby hills. Calisthenics, tumbling, running for long or short distances, basketball, volleyball, baseball, and other features are now being used to good effect. This extra exertion during the school day made necessary some additional nourishment. To meet this need, the school took advantage of the Penny Milk Program. Now nearly every student in school has a half pint of milk at the end of the physical education period.

The club program has been utilized to fulfill the second Victory Corps requirement; *i.e.*, that every student be engaged in some worth-while war

work. All students are members of at least one club, so the clubs were asked to choose an activity. As a result, our clubs are now engaged as follows:

STUDENT COUNCIL—selling war bonds and stamps, sponsoring sale of Victory Garden Seeds, and directing Victory Corps program.

GIRL SCOUTS—sponsoring training for girls in caring for children.

DRAMATIC CLUB—collecting old magazines and papers for sale.

JUNIOR RED CROSS—conducting the Red Cross drive and teaching first aid.

WAR NEWS CLUB—sponsoring a series of War Information films for student body and various adult groups.

ART CLUB—making posters for all the other clubs to assist in their drives.

MODERN AIRPLANE CLUB—making model planes for the navy.

HI-Y CLUB—collecting old phonograph records.

GIRL RESERVES—producing “propaganda” assemblies and assisting in the sale of war stamps.

SCHOOL PATROL—collecting coat hangers for the USO and similar army-navy welfare societies.

GLEE CLUB—collecting books for army camps and training centers.

Thus through the medium of the clubs every student is engaged in at least one phase of the war effort. This, in conjunction with the extended physical fitness program, makes every student at the Chamberlain Junior High School a member of the Victory Corps.

Do you have these publications in your library?

The Student Council Handbook.

Counseling and the Shaping Secondary-School Curriculum.

Promising Practices in Secondary Education.

Vitalizing Student Activities in the Secondary School.

War-time Programs in the School.

War-time Consumer Education.

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Slidefilms for Victory Corps Activities

LYNE S. METCALFE

Special Writer for Magazines and Newspapers, New York City

A NEW METHOD of relieving the instructor or principal of personally having to locate and correlate suitable slidefilm (filmstrip) subjects with the official course outlines for the PIT (pre-induction training) Program has been widely adopted in schools participating in the High School Victory Corps activities of which the PIT Program is an integral and important part. These course outlines, of which the initial five already have been supplied to schools, provide for the use of slidefilms in addition to textbook study and shop practice, are based upon material in army field and technical manuals, and were prepared under army expert auspices and the U. S. Office of Education. They¹ are: *Fundamentals of Radio*, *Fundamentals of Machines*, *Fundamentals of Shop Work*, *Fundamentals of Automotive Mechanics*, and *Fundamentals of Electricity*.

One purpose in including visuals in the form of authoritative slidefilm subjects was to speed up preliminary phases of study in giving the student, new to the subject, a quick over-all general knowledge of the skill or vocation to be taught, purpose, tools, equipment, and basic techniques. They are not intended, of themselves, to do a complete job of instruction. They have, however, proved their ability, first, to provide the instructor with a basic lesson "pattern" in picture form, save the instructor's time in verbally explaining fundamentals—time that can be better used in actual demonstration and practice in the workshop and, second, to prepare the student in advance for actual workshop experience by imparting a general knowledge of the particular skill.

The Slidefilm Kit selected for the basic electricity course comprises twenty-one subjects, with a total of 1,581 individual pictures—charts, photos, drawings, and exhibits. The Slidefilm Kit-Set selected for automotive mechanics instruction totals thirty-five subjects on automotive mechanics, and thirty-five subjects on units of the automobile. The two series total 5,754 individual picture patterns. Slidefilms are the same as those used for training in the United States army, are basic and fundamental. Correlations of other suitable available slidefilm with the other three course outlines are in preparation and shortly will be available to instructors everywhere.

It will be recognized that these five PIT courses have to do with skills in communications and transportation, considered, at the present time, to be of first importance to the armed forces and the war effort. The broad program of the High School Victory Corps or PIT plan is as follows: Air Service Division.

¹The manuals are available from the Superintendent of Documents, Washington, D. C., at 10 cents each.

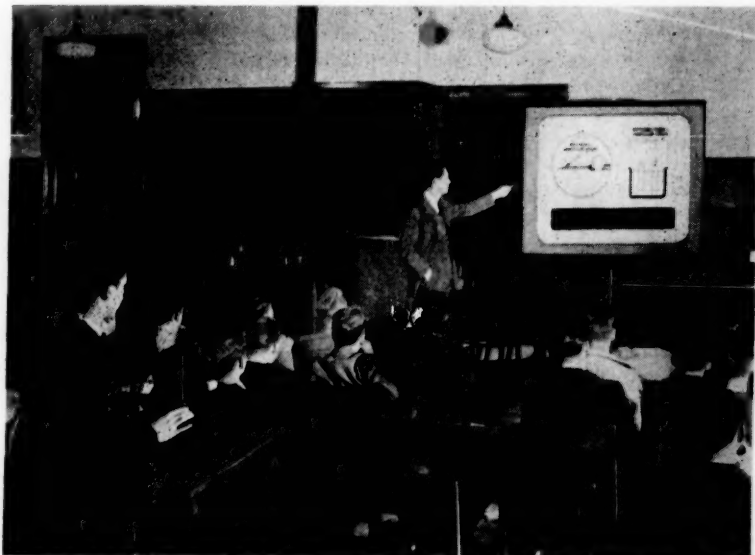
Land Service Division, Sea Service Division, Production Service Division, and Community Service Division.

One great advantage that slidefilms offer the PIT instructor is in making it possible for students actually to *see* the equipment involved, much of which is either not now available or too elaborate and bulky for the average school shop—for instance, lathes of various types.

The slidefilms selected are of the reading or discussion type; that is, a strip of 35 mm safety motion picture film, with explanatory text, labels, lettering, legends, or notations superimposed on the film. The specific purpose of this form of film is to permit the instructor to read and speak without interference, and to permit the students to talk if desired—supplying illustrated material in illuminated form for class participation and to encourage discussion.

SLIDEFILMS OFFER REAL AID

It has been estimated that the use of slidefilms in this field of study has saved as much as forty per cent of the time required to complete a course. This means much to the already over-burdened teacher who is making such a valuable contribution to the war training effort along these lines.



—Courtesy of the Jim Handy Picture Service, Inc.

Projectors provide an excellent classroom aid to teachers and pupils. In 16 mm sound motion picture projectors alone, the schools of America own more than half of the Nation's total in use.

Students taking one or more of these courses enters the services prepared just as the army wants him prepared in the vocation or skill which is most needed and along lines which make subsequent intensive training *after* induction fully integrated with that which has gone before.

In fact, the picture screen is being widely used by the army itself in training men for all branches of the service. That is why the course outlines are based upon official army manuals. A student completing one or more of these PIT courses also is likely to have more say as to the particular field in which he will serve his country.

Customarily, instructors use each slidefilm subject as a lesson "pattern." The picture is introduced by the instructor. Then the picture is screened while the instructor reads off the letterings which amplify each illustration. Next, the picture is projected with added commentary by the instructor and questions, answers, and discussion. Textbook study and/or shop work generally follows, with final examinations to determine results. The official course outlines indicate to the instructor just what is needed in the way of data and appurtenances to conduct each course.

The problem presented by the necessity for securing suitable slidefilms which would most likely be a hardship on the teacher if compelled to locate them personally, and, then, integrate them with the official outline of study, was solved by furnishing correlations in printed form. Subjects in the basic electricity slidefilm series, for instance, are as follows:

Individual Discusstional Slidefilm Title	Number of Pictures in each Slidefilm
Magnetism	56
Static Electricity	91
Current Electricity	73
The Electric Cell	46
The Storage Battery	101
Electromagnetism	56
The Generator	80
Alternating Current	85
Electric Motors	70
Electric Meters	81
Applications, Part One	63
Applications, Part Two	74
Airplane Ignition	63
Flight Instruments	112
Electricity and the Storage Battery, Part 1	95
Electricity and the Storage Battery, Part 2	91
The Starting Motor	93
Chassis Electrical Systems	42
Maintenance of Storage Batteries	55
The Ignition System (how it works)	89
The Ignition System (care and repair)	65

Mental Hygiene in the High-School Curriculum

JOHN B. GEISEL

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THE IMPORTANCE of education for personal and social adjustment has been enhanced of late by the recognition of a need for morale on the home front. For what is morale but the ability and the will to carry on under more than usually trying circumstances? Wartime for youth is a time when grief, fear, and anger inhibit or distort behavior—a time when, if ever, they must be well adjusted if they are to meet not only the usual frustrations, but many more serious difficulties as well. In many schools mental hygiene programs of one sort or another have been set up to cope with the problems of adjustment. Some have stressed its subject-matter aspects, and others method. But all are coming to feel a deeper concern as the dislocations of war present added difficulties of adjustment to our young people.

Ideally, mental hygiene should pervade the whole curriculum in times of peace or war. The personal and social adjustment of students should always be regarded as one of the basic educational objectives. The teacher should be able to see beyond the subject or the activity, he should be trained to understand the personal problems of the student, and should be an example so far as his own mental health is concerned. Unfortunately, we have to admit that these requirements have not always been met, nor have they been paramount in the selection of teachers. Though every teaching staff may have one or more teachers so qualified, some teachers on every staff are not, and it continues to be relatively impossible to achieve the ideal.¹

Consequently, while efforts to broaden the working philosophy of all teachers in these directions continue, specially qualified and interested teachers are assigned to subjects that deal more particularly with problems of human relations in education. Not only have guidance activities increased, but courses in general psychology have become fairly common, curriculum correlations between mental hygiene and various subjects have been developed, and high school courses in mental hygiene have evolved. All of these are efforts in the direction of personal and social adjustment.

The experience of these three types of activity has valuable implications for the future of education. It is, therefore, the purpose of this article to review the literature concerning courses in general psychology, courses in which mental hygiene is integrated with other subjects, and mental hygiene courses as such. This review will show, among other things, (1) that a widespread effort is being made to provide high-school students with information and help on personal and social problems; (2) that experience with general psychology, one evidence of this effort, indicates a need for greater emphasis

¹Geisel, J. B. "Mental Hygiene in the High School," *Phi Delta Kappan*, XX (February, 1938), 86, 187, 193, 194.

on motivation for behavior in relation to the life of the student, and (3) that mental hygiene is the subject matter area in which education for personal and social adjustment can be consistently organized as a subject for the high-school curriculum.

THE STATUS OF GENERAL PSYCHOLOGY IN HIGH-SCHOOL CURRICULUMS

Courses in general psychology have found their way into high-school curriculums here and there throughout the country. Broxson,² in 1932, wrote to state directors of public instruction, heads of departments of secondary education in certain universities, presidents of class A state teachers colleges, and school administrators of high schools enrolling 1,000 or more, to ascertain whether psychology was offered, approved of, and what the recommended content of such a course would be for the secondary school. Forty-eight state directors of public instruction responded, and thirteen of them said that psychology was offered in their states as a senior high school subject.³ From among 114 high-school principals who responded to Broxson's questionnaire, twenty-one said psychology was included in their curriculum.⁴

Bjork,⁵ in 1937, found 43 high schools in Montana, among the 141 covered in his study, reporting psychology in the curriculum. Four of these schools mentioned that the subject had been offered ten or more years. Burgum⁶ revealed that in 1939 there were 46 classes in psychology in the state of North Dakota and that the subject had been taught in that state since 1920. Frandsen,⁷ the same year, found that fourteen high-school principals in Utah, from among sixty-seven who replied to a questionnaire, were offering psychology in their schools.

Harris⁸ gives an account of the subject in Kansas City, Missouri, as it fared there since 1910, and Engle⁹ describes his experience with the teaching of psychology in Michigan City, Indiana, High School.

These references are made because they give some index to the number of psychology courses taught throughout the country, and also because what they further have to say has implications for the study of mental hygiene. One criticism indicated in all of these studies, as we shall see, is that psychology,

²Broxson, John A. *Determination of a Course in Psychology for High Schools*. Unpublished doctor's thesis, Cincinnati University, 1932. pp. ix, 250.

³Arkansas, Florida, Kansas, Missouri, Montana, North Dakota, New Mexico, Ohio, Oklahoma, South Dakota, Utah, Washington, Wyoming.

⁴*Op. cit.*, p. 21.

⁵Bjork, Ray. "Psychology in the High Schools of Montana," *Montana Education*, XIII (March, 1937), 10-11.

⁶Burgum, Leland S. "The Value of High-School Psychology," *School and Society*, LII (July 20, 1942), 45-48.

⁷Frandsen, Arden. "Psychology in the High-School Curriculum," *School Review*, XLIX (September, 1941), 516.

⁸Harris, Ralph S. "Psychology in the High School," *School and Community*, XXV (February, 1939), 62-63.

⁹Engle, T. L. "Psychology: Michigan City High School's Course Keeps in Touch with the Pupils' Daily Lives," *Clearing House*, XIV (September, 1939), 49-51.

when taught as an abstract subject, has not proved particularly successful, chiefly because it was not related to the daily needs of the students. Moreover, in the degree that the subject is approved of by students, according to these studies, it emphasizes practical rather than theoretical aspects. Uniformly they stress a preference for the study of motivation and human relations—actually, for mental hygiene.

IMPLICATIONS FOR CONTENT OF THE COURSE

This preference for the study of motivation was outstanding among Broxson's conclusions. There was no doubt in the opinion of experts whom he quotes that "... the mental hygiene aspects of behavior are given precedence in the evaluation of both major and minor topics proposed for instructional material."¹⁰ Problems of personality development and mental hygiene, one of the proposed topics for the course, was ranked as most important. "The theoretical and discursive material is given very low rating or is left out entirely. The objective material dealing definitely with the everyday psychological needs of the senior-high-school-age student is given considerable emphasis."¹¹ The reasons most frequently advanced by administrators for offering psychology to high-school students are

- 1 its value in training for social and personal adjustment, and
- 2 the mental hygiene aspects of the science.¹²

Burgum, in ranking student opinions concerning a course in psychology, lists the following first, second, and third most frequently mentioned opinions:

- Helps one to understand himself, his mental life and behavior.
- Helps one to understand and get along better with other people.
- Helps in personality development and adjustment.¹³

Referring to these, Burgum says, "The first three values listed suggest that these students are largely concerned with personality adjustment."¹⁴

Frandsen's study leads him to a similar conclusion:

The values claimed for psychology, the interests of the pupils, and the availability of literature—all indicate that certain phases of applied psychology are more appropriate for high-school pupils than is the traditional course in elementary general psychology.¹⁵

Engel, reporting from personal experience, also emphasizes the need for practical applications, and recommends that

The high-school teacher of psychology should not feel driven to cover the same topics as are usually covered in college courses. The course should be one which can function in the daily lives of the students.¹⁶

Harris describes the average high-school psychology course with comments basically in agreement with the opinions already presented. He writes:

¹⁰*Op. cit.*, p. 115.

¹¹Broxson, *op. cit.*, p. 97.

¹²*Op. cit.*, p. 59.

¹³*Op. cit.*, p. 46.

¹⁴*Idem.*

¹⁵*Op. cit.*, p. 525.

¹⁶*Op. cit.*, p. 49.

Psychology does have a definite place in the curriculum of the modern high school. However, abnormal psychology has been, and still is in many cases, given too much emphasis. Quite often, a mass of monotonously and laboriously learned facts about sensations, perceptions, memory, and such material forms the basis of psychology. These facts are very seldom correlated with each other. In many instances, these facts are not associated with the needs of every day life.¹⁷

Obviously, if such material is used, it should be associated with the needs of everyday life—a social emphasis to subject-matter. Harris explains

Psychology, in a well-planned educational program, should lead one to be sympathetic, to be a better member of society, to be able to understand himself and others, and above all to adjust himself in order that he may get along with other people.¹⁸

Bjork, whose report on the status of psychology in Montana schools reflects on the whole a very favorable reaction, submits opinions from administrators who offer the subject to their students. Two of these opinions are pertinent to our discussion:

A useful subject provided it is taught in its general aspects. Experimental and abnormal psychology have no place in the high-school curriculum.

It is practical if elementary and linked with everyday applications.¹⁹

He also lists the reasons given by school men who favor introducing the course but at the time of the survey did not offer it. Many of these reasons leave no doubt as to their author's conception of what the basic point of view of a high-school psychology course should be:

It would give the students some insight into the problems of behavior.

It would aid the student in adapting himself to his environment and to develop a better understanding of his fellow men.

It would enable students to understand life and get a sympathetic understanding of others and themselves.

The application of psychological principles to our daily living will result in a richer and more understanding existence.

Because of its practical application to everyday life and living.²⁰

Approximately fifty per cent of those who did not offer psychology, as reported by Bjork, were either against introducing it or undecided. Some of the reasons given for not favoring introduction of the subject clearly reflect a criticism that the subject is too abstract for high-school students:

Too advanced.

Not essential—belongs in advanced work in our colleges and universities.

It is difficult to find a suitable textbook.

It is difficult to find a qualified teacher.

There are other subjects that are more practical and necessary.

The subject matter at the present time is poorly organized.²¹

These opinions are not sharply contrary to those of the administrators who either offer the course or favor introducing it. In Montana, apparently, psy-

¹⁷*Op. cit.*, p. 62.

¹⁸*Idem.*

¹⁹*Op. cit.*, p. 11.

²⁰*Idem.*

²¹*Idem.*

chology is taught as a subject related to daily life problems, and these school men last quoted may not realize its possibilities for aiding in the adjustment of the high-school student. Whatever the case may be, their opinions, as well as the others, indicate their view as to the desirability of using psychology as an instrument to promote pupil adjustment. Bjork himself concludes that "High-school students like psychology because it teaches them how to understand the behavior of themselves and others."²²

Skaggs, though not reporting a teaching experience of his own, expresses what might serve to summarize the foregoing opinions:

I am concerned with a course in psychology whose content and method is pitched to the level of the student's maturation and experience, a psychology which presents well-established facts and principles of human nature of our times and conditions. . . . It should stress principles of human relations and motivation throughout.²³

A high-school course in psychology so conceived and carried out is really, in the writer's opinion, a course in mental hygiene.

EXPERIMENTS IN CURRICULUM CORRELATIONS

That many teachers have been groping for a way to teach mental hygiene to adolescents is evidenced by the frequency of accounts describing unique approaches to the problem through various courses, such as literature, biology, social science, eugenics, industrial arts, etc. Tuhey,²⁴ for example, describes a course in mental hygiene as taught through literature. Funk²⁵ tells how character education can be integrated with biology. McKay²⁶ discusses a course in social science in which the aim is personality and character development. Swenson²⁷ outlines a course in eugenics in which considerable time is devoted to the psychological and social aspects of personal and family relationships. Wilson²⁸ writes about the teaching of human relations for students enrolled in industrial arts. Illustrations like these could be multiplied by citing cases not described in the literature but in the writer's files. Integrated courses of this kind are, in general, taught by teachers who have enthusiasm, creative ability, and a penetrating understanding of the needs of adolescents. They make use of various portions of the science of mental hygiene, but, as a rule, their hop-skip selection of materials does not have the advantage of economical arrangement and thoroughness of treatment.

²²*Op. cit.*, p. 11.

²³Skaggs, E. B. "Psychological Studies in Grades and in High School," *School and Society*, XLVI (November 6, 1937), 598f.

²⁴Tuhey, Blanch E. *Mental Hygiene Instruction Through Literature*. Unpublished master's thesis, University of Michigan, 1936, pp. iii, 79.

²⁵Funk, Margaret Stewart. "Integration of Sex Character Education with the Teaching of Biology," *Journal of Social Hygiene*, XXIV (December, 1938), 540-44.

²⁶McKay, Frances G. *A Study to Determine the Value of a One Semester Course in Social Science in which the Aim Was Personality and Character Development*. Unpublished master's thesis, University of Michigan, 1939, pp. iii, 140.

²⁷Swenson, Sadie J. "Teaching Family Relationships in a City High School," *Journal of Educational Sociology*, VIII (April, 1935), 459-67.

²⁸Wilson, Harry R. "Human Relations," *Industrial Education*, XXXVI (September, 1934), 172-77.

ORGANIZATION OF SUBJECT MATTER A GRADUAL PROCESS

Economical arrangement of a knowledge field has been, as the history of education abundantly shows, a slow process. This was the case, for example, with the subject of history, which, though now taught as a fairly well conceived science, was for centuries taught only through literature. It took centuries for educators to see the value of history as a subject in the schools and to organize it concisely and economically. The same could be said, of course, about many subjects in the curriculum. Even the three R's passed through a long period of formulation. No doubt, mental hygiene is now in a period of formulation, though in modern times it may not take centuries.

HIGH-SCHOOL COURSES IN MENTAL HYGIENE

Some consistency of organization is shown in the interesting account of what is perhaps the first high-school course in mental hygiene described in educational journals. The account was given by Myers²⁹ in 1933. It was taught by Sally W. Stewart, dean of girls, in the Lincoln School, Evansville, Indiana, to thirty-six colored students.³⁰ The purposes listed include:

To inform the students of the aim, origin, and wide scope of mental hygiene.

To arouse interest and to show how each individual could be helpful to himself and to others by better understanding of emotional life.

To give a knowledge of simple fundamental conditions of healthful mental development; to point the way and motivate the students to application of knowledge gained.

To use the school as the students' major environment, to have them make application of the knowledge gained by practicing upon themselves and upon the underclass students with whom they come in daily contact.

To have the student see that emotional life was quite as important as intellectual life; to know that good intellectual equipment is of little value to an individual if he is handicapped by feelings of inferiority, jealousy, fear, and the like.

We set happiness as a pivot around which all things move successfully; we try to show that work well done, lack of disagreement with others, and healthful associations in the family or any other group in which one moves made for happiness, and finally for success.³¹

Mrs. Stewart secured student reactions to the course, and parts of these are quoted here from Myers' account.

I have enjoyed the study of mental hygiene and I believe it has helped me get along with my teachers, friends, and parents much better than before.

Mental hygiene aims at the adjustment of human beings to each other and to the world.

The study of mental hygiene caused me to be more tolerant toward people in general. Through this stand I have been able to see my shortcomings from a different angle and have attempted to correct them, particularly my ill temper.

When in trouble . . . go to a good friend and talk over your troubles. . . . Enjoy your work—divide each day: work, recreation, and sleep.³²

²⁹Myers, Garry C. "A High School Course in Mental Hygiene," *High School Teacher*, IX (March, 1933), 87, 99.

³⁰*Ibid.*, p. 87.

³¹*Ibid.*, p. 99.

³²*Ibid.*, p. 87.

Here was a course in mental hygiene aiming to answer the fundamental questions with which the subject deals: Why do people behave as they do—what is the motivation for behavior? And, are there any techniques or abilities by means of which one may keep or develop good mental health? A whole semester was devoted to personal adjustment and human relations.

Another course in mental hygiene, illustrating an attempt at consistent organization of the subject matter, is described by Smith.³¹ While the results obtained on Root's *Personality Test* and other tests of his own construction, which were administered before and after the one semester course, are hardly significant quantitatively, and actually indicate the creation of new problems as well as the elimination of old ones, yet the study as a whole, supported as it is by unsigned student opinions, suggests that it satisfied a real need.

Other instances of the teaching of mental hygiene could be cited from the writer's correspondence. These have not been described in educational journals but are proving successful, if the teachers who write about the courses may be taken at their word.³²

Results of a course in mental hygiene in Alpena, Michigan, in terms of alumni opinions secured two years after the course was taken, were reported in 1940 by the writer.³³ Subsequent experience with twenty different groups, supported by a continuation of the study referred to, serve but to emphasize the conclusion that (1) high school students want to know about the "why's" of behavior and the techniques that help solve personal and social problems, and (2) that a course in mental hygiene, properly organized and taught, provides that information and help.

CONCLUSION

We may say, then, in conclusion, that the descriptive articles and studies cited reflect the existence of a widespread interest in education for personal and social adjustment; further, that these citations uniformly emphasize the significance of the practical aspects of psychology as best suited to student needs and interests; and, finally, that, if previous experience is used as guide, a course in mental hygiene must follow. It matters little whether such a course is called psychology, human relations, personal and social problems, or mental hygiene; its content should be the practical applications of psychology to the high-school student's understanding of his personal and social problems, in order that he may develop or maintain the most satisfactory adjustment.

³¹Smith, Max. *The Study of a Course in Mental Hygiene for High School Pupils*. Unpublished master's thesis. University of Michigan, 1936. Pp. iv, 86.

³²According to this correspondence, mental hygiene is taught in the following cities: Berkeley and Los Angeles, California; La Grange and Springfield, Illinois; Cumberland, Hagerstown, and Oxon Hill, Maryland; Godwin Heights, Kalamazoo, Lansing, and Saginaw, Michigan; Clayton, Missouri; Cleveland and Warren, Ohio; Altoona and Springfield, Pennsylvania; Beaver Dam, Wisconsin.

³³Geisel, John B. "Alumni Opinions Concerning a High-School Course in Mental Hygiene," *Mental Hygiene*, XXIV (July, 1940), 419-433.

What About Work Experience in Schools?

OSCAR GRANGER

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WORK EXPERIENCE in secondary schools requires definition and understanding and several authoritative sources have presented a general basis for the application of work experience in the program of the secondary school. A report of the Youth Conference at Stanford University, California, held in September 1941, states:

Work experience is a practical activity of value to the individual and to society which produces goods or services and which meets acceptable standards normal to the work situation. It may or may not be accompanied with pay and it may be conducted both in and out of school. It should result in the assumption of leadership, wherever the capacity exists, in being able to carry the responsibility of the job, in accepting the obligations of employees, in developing habits of punctuality and responsibility, and in the understanding of work in the world.

The January, 1943, BULLETIN OF THE NATIONAL ASSOCIATION OF SECONDARY-SCHOOL PRINCIPALS is devoted entirely to a discussion of "Work Experience" as an activity in the secondary school. Dr. J. Paul Leonard, Associate Professor of Education, Stanford University, and now Chief, Group Services Branch, Consumers Division, Office of Price Administration, Washington, D. C., and a member of the Planning Committee of the National Association of Secondary-School Principals, selected and edited the material for this issue of THE BULLETIN. There is little purpose in reviewing this helpful publication as, no doubt, many of you have read, at least, parts of it which includes chapters on: "The Nature of Work Experience," "The Idea of Work Experience," "A Program for Work Experience," "The Kind and Quality of Work Experience," "The Advantages of Work Experience," "Administering a Program of Work Experience," "Work Experience in Agricultural, Commercial, and Industrial Education," "In-School Work Experience," "Out-of-School Work Experience," and "Bibliography." Attention should be called, however, to one part of Dr. Leonard's introductory chapter, where he outlines the criteria of a work-experience program in the following eight statements:

1. A good work-experience program requires a combination of physical work and study on a specific problem or endeavor.
2. The work-experience program should provide opportunity for both social and vocational experience.
3. A corollary of the second is that the program of work experience should be varied.
4. The work should be achieved under the normal conditions of the job.
5. Ample time and recognition must be given to the work experience—a flexible time schedule, school credit, and financial reward—immediate or expected.

6. The work should be progressive and adjusted to the maturity and goals of youth.
7. A work-experience program should be supplemented by an adequate program of guidance, placement, and follow-up.
8. The work needs to be supervised by those who can recognize the characteristics of success on the job.

Thinking that this report should supplement rather than review THE BULLETIN, the author sent a letter of inquiry on March 2, to forty-eight schools in Pennsylvania; twenty in and about Philadelphia, and the others, to schools that might be interested in this problem. Forty-six replies were received. Following are the questions and a summary of the comments on each question:

1. *Do you have a Course in Distributive Education, or a similar one? Yes, 20. No, 23.*

Comments: "Our commercial department has a part-time training program."

"We are planning to begin one as soon as we can get a teacher."

"Not a large group—twenty boys of below average school achievement."

"Working very satisfactorily."

"We had an appropriation approved by the state, but our School Board would not approve the course. We do, however, have a course on retail selling."

2. *Do you offer a course for credit in "Work Experience," such as, rationing, production of goods, domestic service, teacher's aid, labor for wages, etc? Yes, 3. No, 39.*

Comments: "For rationing, teacher's aid, labor for wages, also agricultural projects."

"Occasionally for special reasons."

"Do some of this in shop and home economic classes."

"Not as a separate course."

"No, but we are prepared to evaluate such services where conditions demand such credit."

"We have closely watched work experience, but there is no credit allowed."

"We will allow credit for students in NYA training programs."

"Not a course; however, we have several individuals that are doing work and getting credit. The school engineer, cafeteria director, and business education teachers have charge."

"This is part of our volunteer effort to the war needs."

"Credit for this is included in the regular class mark."

3. *Do you allow work outside the school to count as a course for which regular school credit is given and pupils are excused from attending school for part of the school day? Yes, 17. No, 25.*

Comments: "We give maximum credit in the social studies for community services."

"It is done outside of school hours and takes the place of reading."

"It is done in settlement houses, hospitals, air-raid wardens' offices, etc., and reports are made by these places back to the school on the character of the work."

"Between 350 and 400 girls do this each term, junior and senior girls participating."

"All seniors in commercial courses spend one-half day for entire year in actual work."

"In a limited number of cases apprenticed courses at Frankford Arsenal or Navy Yard, credit is given for shop or drawing on recommendation of institution."

"Senior vocational and commercial pupils work and receive school credit for similar work outside of school, getting related subjects here." "Not yet." "Commercial pupils work in offices in town."

"Only if work is very similar to school work; for instance, commercials, who get approved jobs in stenographic occupations. Then employer must furnish letter at end of semester indicating quality of work in various types."

"A few instances affecting a short period of time."

"Vocational students follow their work in industry."

"Commercials are out a half day for twelve weeks. Industrial arts boys are out every other week for twelve weeks."

"Through NYA." "If work is practical, experience in relation to course pursued."

"We excuse shop boys to work in industry one-half day when they would have shop here. We excuse commercial seniors one-half day, second semester, for office practice in town—no pay."

4. *Do you excuse seniors to take full-time employment before the end of the semester and give regular full school credit for the semester in which they are excused? Yes, 23. No, 18. If so, how many weeks before the end of the semester are they excused? Answers ranged from 3 to 20 weeks with an average of 8. Do you follow up these placements? Yes, 21. No, 6.*

Comments: "Only those are excused, whose work is satisfactory to all teachers."

"Excused from school but work under school regulations."

- "For war industry or college."
"Vocational boys only, who have enough related units for graduation at end of first semester of senior year."
"Last year we did this for the first time, we will probably do so again this year and reduce time from three weeks."
"Board refused to allow this, claims industry takes advantage."
"We have not found it necessary so far."
"If part of war effort, or if practical experience in course used."
"Last year was first time. All requirements must be completed before graduation."
"During present emergency, pupils who have attained equivalent of honor-grade rank may take full-time positions and receive their diplomas. This applies to seniors after January 1 each year."
"The follow-up is not detailed. Employer notifies us if pupil leaves. Pupil must return to school or new employment."
"Most senior employment directly related to the course studied in high school."
"This has been an old custom with us, but there has been little demand for it, but it will increase now."
"This practice for urgent cases only."
"Must take the final examinations and pass."
"Excused a few before Christmas but required make-up work."
"Some seniors with good records, but must carry a full program."
"Excused for gym if they want."

5. *Do you allow seniors who have more than the normal amount of credits to be excused from part of the school day for work?* Yes, 23. No, 15.
Do you excuse these seniors from physical education and health? Yes, 21. No, 22.

- Comments:* "Physical Education not required if they cannot get it in their schedule and it conflicts with the job."
"In a limited number of cases. Each case is carefully evaluated."
"Vocational boys only. Commercial not excused from Physical Education."
"A few are excused a period early if that period is study."
"We may do this soon."
"If they wish to drop the subject and have parental consent."
"If they are scheduled for gym in the P.M. when they work."
"Discussing this now."
"Seniors who are attending for a ninth semester are required to attend one-half day only."

"If we cannot arrange schedule any other way, excused for gym."

"We regard a credit as one-fourth a year's work. We experimented with the other plan, but dropped it."

6. *Do you guide pupils into work full or part time where they may, and will likely, continue their high-school education by evening classes, or correspondence study, and be graduated at a later date? Yes, 16. No, 23.*

Comments: "We try to."

"In blueprint reading, shop work, and correspondence study."

"Not systematically."

"Not yet, we may do it later."

"To a limited extent."

"Where necessary."

"Yes, those that cannot profit by our training."

"We have had no drop-outs until this year and now only for military service. We expect to honor military experience and Army Institute credit."

"We would like to follow this course."

"Counselors frequently give this advice to pupils who are leaving, but it is not definitely followed up."

"We have had an opportunity to advise a few. With few exceptions, the pupils who have left school for employment have not been interested in continuing their education."

"We have had little success in this. Pupils take jobs for money. Difficulties convince them about 'Dead-end' jobs."

"Not a common practice."

7. *Do you have many pupils drop out to take jobs? Yes, 22. No, 10. How many since September 1942?*

Boys—Total 1618—From 350 in one school, to none.

Girls—Total 1264—From 262 in one school, to none.

Do you follow up the drop-outs? Yes, 11. No, 15.

Comments: "Our counsellors have their hands full trying to find out why the absentees are not in school, particularly those who should have entered from the junior high. To reclaim those not at work is as much as they can accomplish."

"Some of these pupils have moved out of the district."

"The number was great per term, a year ago. It is steadily decreasing. The first group were the seventeen-year-old boys who were not too good in school work."

"Have not been able to do so this year."

"Some teachers are interested in individuals but lack of personnel prevents us from doing a real job."

"Only to find out if successful and the length of service."

"We contact the home and industries."

"No regular plan is followed. Girls frequently return to ask for a better job or to see if some different job is available."

"We try to keep them under our supervision. Our placement bureau has been successful only with our graduates."

8. *Do you offer special training programs for pupils who may be called into production this summer, such as, training for farm work, war industries, etc.? Yes, 26. No, 15.*

Comments: "The Board of Education is planning such a course and pupils of our school will be invited to attend."

"None except industrial courses."

"Victory Corps courses, agricultural classes, girls' shop."

"Very little training for farm. Much training for industry; 1,350 boys now have part-time jobs in industry."

"Pre-induction shop and gardening."

"An eight-hour class in shop on Saturday."

"Special typing classes."

"Victory Corps."

"Senior girls in machine shop."

"Regular classes for academic group from four to ten to train for war industries."

"Nurses aides."

"Girls of eleventh and twelfth grades are working in shop, agriculture, or mechanical drawing a period a day."

"We have been invited to send pupils to the Western Union T. T. school on a part-time basis. It seems unwise to ask these youngsters to spend a full day in school and then spend four or five hours in additional training, they should be excused from some usual school work for their training course."

"Training boys for army and navy, and girls for camp jobs."

"Training for farm work is to be given in May."

"We are offering special classes, two 45-minute periods a week in aeronautics, Red Cross, child care, mathematics, code, machines, etc."

"Excused to take courses in NYA school."

"The chief thing that we are doing is to encourage our pupils, both boys and girls, to help on neighboring farms during vacation, on Saturdays, and after school. Many of our pupils did this work last year and we anticipate a larger number of pupils doing the same thing this coming spring, summer, and fall."

A State Program of War-Time Guidance

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EFFECTIVENESS of any phase of war-time education depends on preliminary planning, careful organization, systematic preparation and training of workers, continuous evaluation and follow-up in the field. These are of particular consequence in the area of guidance.

In the emergency situation, ideal conditions cannot be expected to prevail; programs related to the war must be extended in all schools while personnel prepare to perform essential tasks with all possible effectiveness. In conducting the war-time program of the school, an over-all perspective and balance must be maintained so that no one element is overstressed at the expense of another, nor any vital phase neglected. To preserve this essential educational balance, guidance has a particular though not exclusive responsibility.

EARLY THOUGHT GIVEN TO PROGRAM

In October, 1941, Doctor Alonzo Grace, Commissioner of Education, essayed another pioneer venture in co-ordinating the Guidance and Youth Personnel Service of the State Department of Education with the services to Secondary Education, forming the Bureau of Youth Services. This made possible a much closer association with the high schools than had hitherto been possible.

In January, 1942, a memorandum was issued to Connecticut counselors from the Bureau of Youth Services of the State Department of Education entitled: "Can Our Schools Aid in Selecting Youth for National Service?" This memorandum stated the basic problem,—that of matching individual potentialities with national service needs,—and raised questions concerning possible aims and procedures. Later, another inquiry was sent out to schools by the Youth Personnel Service asking for "Case Reports of Youth Specially Fitted for Leadership, Scientific, and Technical Performance in National Service." Toward the close of the school year, in connection with the "Engineers Are Needed" program of the U. S. Office of Education, a list of candidates for training in engineering was procured from high schools on the basis of certain selective indices and these were sent to a number of engineering colleges commonly enrolling Connecticut youth.

AN EMERGING PATTERN

Out of the background of reciprocal study and conference between staff members of the State Department of Education and schoolmen in local communities emerged a tentative scheme for a practical war-time guidance program.

Elements of this scheme, along with additional phases, were subjected to thorough discussion at a conference of state supervisors of guidance held at Harvard University in July under the auspices of the Occupational Information and Guidance Service, U. S. Office of Education, headed by Dr. Harry Jager. At that time, Connecticut's emerging pattern was offered as a contribution to the development of a national program of war-time guidance.

THE WARTIME GUIDANCE PROGRAM

Connecticut's wartime guidance program was formulated in the light of the three basic emphases in guidance: educational, vocational, personal-social. Analysis, corroborated by field visits, revealed the following types of student war-time problems requiring guidance:

- A. Problems involving immediate adjustments
 1. Selection of war-time courses and activities offered by the school; optimum educational development through the school curriculum.
 2. Personal-social adjustment and conduct in a community at war; personal development through the school curriculum.
 3. Type of voluntary community service in civilian defense work which may be most effectively undertaken by the individual.
 4. Type of work service (part-time employment) which may be most effectively undertaken by the individual.
- B. Problems involving or looking toward future adjustments
 1. Advanced training, civilian or military, which may be aimed at.
 2. Orientation toward various branches of the armed forces which may be effectuated in high school; preparation for effective adjustment in the armed forces.
 3. Vocational service and adjustment in civilian pursuits; personal-social adjustment in the community.
 4. Post-war adjustments.

MAJOR PHASES OF THE CONNECTICUT WAR-TIME GUIDANCE PROGRAM

In providing organized means for dealing adequately with all these urgent student problems, some systematic approach in the high schools was demanded. A program involving six major features was developed in collaboration with school officials:

1. A war-time guidance co-ordinator in every senior high school. Co-ordinator to have assistants if necessary.
2. War service information for pupils—conveyed individually or in groups; a "War Service Information Kit" for each school.
3. Inventory of pupils: an inventory of basic individual characteristics, including scholastic aptitude, to aid in matching individual potentialities with war service needs.
4. Morale and adjustment program to aid in improving the adjustment of pupils in wartime.

5. Liaison with other agencies.
6. A work-experience and work-service program integrated with the war-time guidance program.

SCHOOL ORGANIZATION

To conduct the program above outlined, the following type of school organization was recommended:

1. School committee headed by the War-time Guidance Co-ordinator; (Sub-committee of Victory Corps Council) operating under general direction of the principal.
2. Local Community Advisory Committee (Sub-committee of Victory Corps Advisory Council).
3. Teacher-specialists assigned to various tasks in the War-time Guidance Program.

AIDING SCHOOLS TO INTRODUCE THE PROGRAM

Following the broad formulation of the War-time Guidance Program with the assistance of school principals and guidance directors, the whole program was introduced to administrators, guidance workers, and teachers in a series of fourteen area meetings throughout the state beginning in October.

In each center, in a session lasting for about an hour and a half to two hours, the main features of the program were described to representatives of high schools in the area.

At these area conferences attended by 427 school workers and administrators (75 per cent of senior high schools) there was issued to each junior and senior high school a "War Service Information Kit" containing twenty-five essential booklets, charts and other basic informational material assembled by the State Department of Education. In addition, twenty-five other items were included in a "War Service Information Bibliography." A typical war service film (*Men and the Sea*) was also shown.

WAR-TIME GUIDANCE CO-ORDINATORS APPOINTED

Following the announcement of the program throughout the state, ninety-three high schools (a high percentage) appointed war-time guidance co-ordinators to organize and conducted the program. Not a few principals assumed the responsibility for heading the program appointing one or more teachers as assistants. In all, 336 co-ordinators and assistants were nominated.

TRAINING INSTITUTES

From the start, a training program had been planned as an essential part of the war-time guidance scheme in order that co-ordinators appointed by principals might prepare themselves to conduct various phases of the program most effectively.

About the middle of November, announcements were sent out to all principals and wartime guidance co-ordinators scheduling a series of "War-

time Guidance Training Institutes" of six hours each in eleven centers throughout the state.

Institutes opened at 3:00 P.M. and continued until 6:00 P.M. Following the supper hour, the institutes reconvened at 7:00 and continued until 9:00 P.M. All phases of the war-time guidance program were intensively treated and discussed. Attendance at these institutes included 253 co-ordinators and assistants, representing eighty-four high schools.

MANUALS AND MATERIALS

Issued at institutes and discussed by enrollees were the following manuals and materials:

1. War-time Guidance Program: General Description.
2. Making the Pupil Inventory: Manual of Procedure with Copy of War-time Pupil Inventory Card and Definitions of Items.
3. War Service Information: Manual of Procedures.
4. Group Instruction Outlines I, II, III: Suggestions for Conveying Information to Three Different Types of Pupil Groupings.
5. Work-Experience Program: Manual of Procedures with the Following Forms: Employer Work-Experience Report; Work-Survey Form; Summary Sheet for Work-Survey Form.

FEATURES OF TRAINING INSTITUTES

Afternoon sessions of the War-time Guidance Training Institutes were featured by explanations of program phases by leaders, questions and answers, discussions, and blackboard outlines. One hour of the evening session was given over to the discussion of problems raised by school workers attending the institute.

CITIZENS' MEETINGS SUCCESSFUL

The final hour of the institute was devoted to a joint meeting of school people and citizens representing agriculture, business, industry, the home, labor, and the employment service. This meeting was centered on discussion of the topic: "The Part-time Employment of School Youth,"—a very live subject in Connecticut and one intimately connected with the work-experience program of the State Department of Education, initiated by Commissioner Grace in 1941.

Following brief introductory remarks by the leader, an open discussion was held on the central topic of the needs for the part-time employment of youth and how the schools might co-operate while at the same time safeguarding youth welfare.

Emerging from evening conferences with citizens were conclusions helpful to the furtherance of sound and balanced work experience programs and to the most effective utilization of part-time youth labor commensurate with wholesome educational practice. Especially valuable for the school people

were the statements of conditions and needs made by citizens representative of the four main sources of youth employment.

At the close of the evening conference and as the finale of the institute, a technicolor film was shown depicting a farm-work camp operated at Milford, Connecticut, the previous summer.

FOLLOW-UP

During the course of the area meetings and institutes, requests were received from thirty-six schools for personal visits from staff members of the Youth Personnel Service, State Department of Education. Orders were received from forty-five schools for approximately 25,000 pupil-inventory cards.

Immediately after the close of the Christmas vacations, staff visits were made to all schools requesting assistance and to additional schools in the state. During these trips it was possible to check on the status of the War-time Guidance Program and to appraise more accurately the extent to which it is meeting the final test of application in the field. In May, a postcard will be dispatched to ascertain the extent to which the main features of the program are operating.

METHODOLOGY

As measured against previous comparable experiences, the program represents a successful attempt to plan, organize, and introduce a program of state-wide scope. Analysis reveals the following elements in the total process:

1. Study of needs in the field; review and criticism of plans by selected school administrators at crucial stages.
2. Careful planning; concise outlines at every point.
3. Complete announcements to all schools providing full details of all meetings and the desirability of attendance.
4. Complete manuals and other materials which could be put to practical use in the schools. No excess wordage.
5. Carefully planned organization of meetings and training institutes; no wasted time.
6. Use of all practical methods: audio-visual aids, mimeographed outlines, lectures, discussions.
7. Presentation to busy schoolmen of concise clear-cut proposals and recommendations.
8. Early allocation of definite responsibility for the war-time guidance program in each school.
9. Whole-hearted co-operation of school administrators and workers.

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The New York Times American History Test

PAUL E. ELICKER

Executive Secretary, National Association of Secondary-School Principals

SECONDARY-SCHOOL administrators ought to know how effectively (or ineffectively) American history is taught in the public and private schools of the country. Some index of the efficiency of the school system in the teaching of this subject was determined by a survey of the factual knowledge that college freshmen had or retain of American history by a test devised and administered to 7,000 freshmen in thirty-six colleges and universities¹ under the direction of the *New York Times*.

The results and the deduced conclusions of this testing program were reported in the *New York Times* on Sunday, April 4, 1943, by the education editor, Benjamin Fine.

The general conclusions and critical expressions of judgment, as they appeared in the public press, stated by the *New York Times* and by some prominent figures in our American life were:

College freshmen throughout the nation reveal a striking ignorance of even the most elementary aspects of United States history and know nothing about many important phases of this country's growth and development.—Benjamin Fine, Education Editor, *New York Times*.

This is an indictment of the failure of our educational system to drive the subject of history home.—Robert LaFollette, Senator from Wisconsin.

The present astonishing neglect of the history of the United States in our high schools and elementary schools could not have existed without the approval of educational forces directly or indirectly concerned with the direction of the schools.—Joseph E. Guffey, Senator from Pennsylvania, in Senate Resolution 129 reported to Committee on Education and Labor, April 6, 1943.

Students who write like this have never been exposed to good books and never associated with educated persons, including their teachers. They have all passed examinations, otherwise they wouldn't be in college. But they have never, at any time along the way, had even a glimmer of what education is.—Dorothy Thompson, Columnist.

I agree that we should have much more than we have of American history, and no such a lack of knowledge of it as was revealed by the answers to some of the questions. How-

¹Freshmen from the following colleges participated as listed in *New York Times*, April 4, 1943: Boston University, Brooklyn College, Bucknell, City College, University of Cincinnati, Colgate, College of Good Council, Dartmouth, George Washington University, Hunter, Illinois Institute of Technology, Indiana University, Kansas University, Kentucky University, Marquette, Maryland University, Massachusetts State College, Mount Holyoke, New York University, North Carolina University, Pennsylvania State College, Pennsylvania University, Pittsburgh University, Rensselaer Polytechnic Institute, Rhode Island State College, Smith College, Texas University, Tulane, Virginia University, Washington University, State College of Washington, Central Washington College of Education, Eastern Washington College of Education, Western Reserve, William and Mary, and Yeshiva College.

ever, I was not too discouraged by the shortcomings revealed because it seemed to me they were exceptional rather than indicative of a general lack of understanding.—Eleanor Roosevelt.

The solution of the problem calls for careful study and prudent action by persons who have a broad knowledge of American history and are familiar with the system and conditions of public education in the universities.—Charles A. Beard, Historian, Educator.

Our high-school and college students are bored to death with superficial questionnaires of all kinds. Unless they know that it is real and has something to do with their progress in school they will give it only scant attention.—H. N. MacCracken, President, Vassar College.

Before these evaluations of the teaching of American history in our secondary schools are accepted as valid and meaningful, the test or questionnaire and the general plan of rating the results should be examined.

The test, composed of twenty-two questions as published in the *New York Times* on April 4, 1943, is largely, if not wholly, on facts and dates, ranging from very important to some insignificant events in American history. To be recorded with a "right" score, the American college youth was required to have an ability to remember specific dates and facts.

It was administered to about 7,000 freshmen in colleges, by college instructors, with no general or uniform regulations as to time for test, kinds of classes and students participating, and other controllable environmental conditions for the administration of tests except the requirement that all answer papers should remain anonymous and that no grades or ratings would be given to students that would either credit or discredit their academic standing. Reports from several sources have already revealed that some student had only fifteen minutes for the test, with instructions to "do what you can."

Other evidence indicated that it was an "extra" for college students and afforded an occasion for academic frivolity. The many absurdly ridiculous answers indicate the spirit in which the test was "taken."

The questions were graded as either wholly correct or wholly wrong and the date and percentages given were tabulated on an all-right all-wrong basis, as here recorded.

Six of the twenty-two published questions are given here. These are either ambiguous or demand answers which are incorrect, according to Key of "correct answers," given by the test constructors and in order to be rated as "right."

Question	Correct Answer ²	No. Right	% Right
1. Name the thirteen original states	New Hampshire, Massachusetts, Rhode Island, Connecticut, New York, New Jersey, Pennsylvania, Maryland, Delaware, Virginia, North Carolina, South Carolina, Georgia	445	6

²As used for rating answers by *New York Times*.

Question	Correct Answer	No. Right	% Right
2. On what principal body of water are the following cities located?:			
a. Cleveland	a. Lake Erie	1,465	21
b. St. Louis	b. Mississippi	2,056	29
c. Cincinnati	c. Ohio	1,561	22
d. Portland, Ore.	d. Columbia	1,052	15
e. Memphis	e. Mississippi	1,141	16
f. Milwaukee	f. Lake Michigan	1,311	19
6.d. Put in their proper sequence:			
1. The Boy Scout movement	3. Transcendentalism		
2. First social settlement houses ..	4. First women's college		
3. Transcendentalism	2. Social settlement houses		
4. The first women's college	1. Boy Scout movements	345	5
14. What has been the traditional American policy toward China	Open Door	1,050	15
21. Which was the first United States census in which railway mileage could have been reported?	1840	128	2
22. Beginning with Massachusetts, name the eleven States in their geographical order from north to south	Rhode Island, Connecticut, New York, New Jersey, Delaware, Maryland, Virginia, North Carolina, South Carolina, Georgia, Florida.	198	3

A critical examination of these questions and answers reveals the following:

Question 1. If a student named only twelve correct states; for example, omitting New Hampshire, his entire answer was rated wholly wrong. Or, if he inadvertently named Vermont, or even Maine, and had the correct thirteen and two others (incorrect, to be sure) he, too, was wholly wrong and "knew almost nothing about many important phases of their country's growth and development,"³ as evaluated by this question.

Question 2. Here, in section d, the student must state the location of Portland, Oregon, as the Columbia River, to have the "correct answer." Portland, Oregon, is on the Willamette—not the Columbia, River. The editor of the *New York Times*, in defending this "correct answer" claimed that the Willamette is a tributary of the Columbia. By this same thesis, the "correct answer" for the location of Cincinnati (section c of this same question) would be the Mississippi River. The Ohio River is a tributary of the Mississippi.

Question 6. d. The "correct answer" is questioned; and a wholly "correct" sequence of the four items must be that given here to be rated as "right." There are many authorities that question the sequence as given

³*New York Times*, April 4, 1943.

for the "correct answer" and question further the importance of knowing such a sequence, whatever it is.

Question 14. The "correct answer" calls for an exact vocabulary—"Open Door." Such answers as "we sympathize, but do little else"; "prevent immigration"; "send missionaries"; and "exploit her" were not acceptable descriptions of American practices in China and as "correct answers."

Question 21. The "correct answer" here is wrong in terms of the question which included the words "*could have been reported.*" Early railroads are dated, authoritatively, 1827, 1828, and 1829 and their mileage, which definitely existed "*could have been reported*" in the census of 1830. The *New York Times* claimed that American youth were "hazy about railroads." Who is really hazy?

Question 22. What does this question mean? If a student begins with Massachusetts, as specifically stated and if he includes Pennsylvania he is wrong, according to the "correct answer." Possibly the eleven *coastal* states, not beginning with Massachusetts were meant. Must the student correct the question, or give an incorrect answer, to gain a rating of "right"?

Could the conclusion be "more correctly" inferred that in Question 2.d., 15 per cent were really wrong, not right in their answers; similarly in Question 21, that only 128 students, or two per cent were wrong; and in Question 22, that only 198 students, or three per cent were wrong? This, too, is as fallacious reasoning as the *New York Times* advances but by such rationalizing were the conclusions drawn that "a large majority of the college freshmen showed they had virtually no knowledge of elementary aspects of American history."⁵

Of what meaning, then are these ratings of "percentage right"? How conclusive and meaningful are the data? Do they warrant the conclusions drawn as to the "correct" or accurate learning of American history in our secondary schools?

In the May issue of *Social Education*⁶ Erling Hunt, Professor of American History, Teachers College, Columbia, states:

The chronological distribution of the questions calls for attention. Excluding seventeen geography items and eight men currently conspicuous in American affairs, a total of 106 answers is called for. Of these, one relates to the colonial period (Roger Williams). Fifty-six relate to the period from 1787 through 1865. Forty relate to the period 1866 through 1900 (five persons lived on into the twentieth century). But **only four items** are specifically concerned with the period since 1900, though five items might be answered in terms of this later period if the student so chose.

Is this extraordinary lack of balance further evidence of the haste and carelessness

⁵*New York Times*, April 4, 1943.

⁶*Idem.*

⁶Hunt, Erling, "The New York Times Test," *Social Education*, Washington, D. C. The National Council for the Social Studies, Vol. 7, No. 5, pp. 196-97.

with which the test was constructed, or does it reflect a conviction that recent history is unimportant, or perhaps unsafe? Why include such minor items as have been cited but neglect the past forty years except for two items on Theodore Roosevelt, one on the Boys Scouts, and one of Woodrow Wilson—and the eight current figures?

Was the grading more carefully done than was the construction of the test? The test and system of scoring are so set up that mere clerical grading implied by the sharpness of the "correct answers," yields the worst possible results.

A further example of the amateurish nature of the test is found in its irresponsible administration. The sampling of colleges may be good, though it is interesting that Harvard, Yale, Princeton, Cornell, Chicago, Wisconsin, Swarthmore, Haverford, Minnesota, Stanford, Bryn Mawr, Wellesley, Vassar, and California are among the institutions not included. How were the 7,000 students selected? What controls were set up over the administration of the test? Why should students take it seriously, or put effort into so meaningless an exercise? The *Times* itself observes that "it is obvious that some of the students were not serious in answering the questions." How many were not? And what are the facts on the *Harvard Crimson's* contention that the answers are a hoax and a farce, and the comment of Dean Henry W. Holmes of Harvard, quoted in the *Times*, "that there was poor motivation for serious taking of a test. In fact, no one would take it seriously unless he took everything seriously."

Experts in testing do not open themselves to such questions and charges. If the *New York Times* was seriously interested in finding out what information about American history college freshmen retain, and seriously interested in a constructive effort to improve American history teaching, it needed the services of experts. Relying on amateurish questions, dubious grading, and irresponsible test administration certainly contributed much to the sensational nature of the findings.

SOME PERTINENT QUESTIONS

All school administrators should examine the *New York Times* Survey critically and see if some implied assistance for the improvement of the teaching of American history is discernible.

Have our prominent citizens justifiable data to be "horrified" at the ignorance of our boys and girls of the important facts in American history?

Has the *New York Times* rendered a public service to secondary education?

Does the test reflect the aims and purposes of the prevailing teaching of American history and expose a state of "ignorance" by our high-school graduates?

Is it in the best interests of education and the general welfare to have "amateurs" in testing or "crusaders" in the teaching of American history provide a highly respectable periodical, like the *New York Times* with "ammunition" or a nation-wide attack on the teaching of American history?

What lessons can all school administrators learn from such a Survey?

News Notes

THE COST AND FINANCIAL SUPPORT OF PUBLIC EDUCATION—The realization of plans for the improvement and expansion of an educational program depends in large measure upon the financial ability possessed and the financial effort expended. In the light of the diversified educational needs of the country the educational program has been markedly underfinanced. In addition to having been underfinanced, desirable operating efficiency, as indicated above, has not always characterized expenditures for public education. It is essential that all those interested in planning the educational program give serious consideration to the cost and financial support of public education. During the year which ended June 30, 1940, the United States spent approximately \$2,700,000,000 for public elementary, secondary, and higher education. About 87 per cent of this grand total was spent for public elementary and secondary education. To offer the educational program needed in this country would require a minimum expenditure of approximately five billion dollars a year for regular current expenses. An additional five billion dollars, at least, is needed for the repair of old, and the construction of new, school buildings. This estimate of the cost of needed school buildings is made on the assumption that reorganization of local school units would be consummated. The relation of the cost of public education to financial ability, financial effort to support public education now exerted, and the prevailing systems of taxation, particularly in local and state governments, demand serious study and analysis. We cannot afford to have a system of public education which is inadequately financed.

The financial support of public education must be borne jointly by the Federal state, and local governments. In general the Federal and state governments have never assumed a sufficiently large share of the costs of public education. During the decade of 1930-40 there was a marked increase in the extent to which financial support of public education was assumed by the states. There are many states, however which still have not accepted a fair share of the costs of public education. Furthermore, in many states the methods of distributing state funds for public education do not conform to the essential principle of equalization of educational opportunity, nor do they fully recognize the financial ability or inability of the local districts to support public education. Far too many people, including both professional educators and laymen, still do not realize the imperative need for Federal support for public education. In redirecting and planning an educational program, educational leaders can render an important service by exerting every effort toward developing a lay attitude that is favorable toward Federal financial aid for public education.

The national income during 1941 was approximately \$94,500,000,000. This is considerably below the level to be expected for the next few years, even when adjustments for a rising cost of living are made. In commenting upon our ability to finance the kind of educational and social services we need and want, Alvin Hansen makes the following statement: "The notion that we cannot finance our own production is quite without foundation. Every cent expended, private and public, becomes income for members of our own society. Costs and income are just opposite sides of the same shield. We can afford as high a standard of living as we are able to produce. We cannot afford to waste our resources of men and material. We cannot afford to use them inefficiently. But we cannot afford idleness. The idleness of the decade of the thirties was responsible for the loss of 200 billions of income. The public expenditures required to rebuild America, to provided needed social services, and to maintain full employment can be provided for out of the enormous income which the full utilization of our rich productive resources (material and human) makes possible. The costs of producing this income are merely payments to ourselves for the work done."

There are some individuals who are apprehensive about the debt we are now assuming for the waging of the war. In commenting upon debt Hansen writes as follows: "The public debt is something very different from the private debt of an individual. An individual will always improve his asset position if he is able to pay off a part of his debt. But a nation may make itself poor by repayment of public debt. This is true because such repayment tends to cause deflation, depression, and unemployment. It is a good thing to pay off a part of the public debt if you want to check an excessive boom. It would be ruinous to pay off the public debt in a post-defense period when unemployment was spreading. A public debt internally held has none of the essential earmarks of the private debt of an individual. A public debt is an instrument of public policy. It is a means to control the magnitude of the national income, and in conjunction with the tax structure, to affect income distribution."

In the light of these statements it seems clear that we shall be able to finance a satisfactory program of educational and other social services in the post-war period.— **Planning Schools for Tomorrow, The Issues Involved**, prepared by the National Committee on Educational Planning.

RUSSIA'S WAR-TIME CURRICULUM—The war has introduced much that is new in the schools of Russia. Beginning with the fifth grade, children start to learn something about first aid, personal hygiene, safeguarding against chemical warfare, and how to extinguish incendiaries. Of necessity, there has been a new stress on practical subjects such as agriculture. Over and above the regular curriculum, additional time was allotted this year to agricultural training in the seventh and tenth years: study of the tractor, combine, and horse and power-drawn implements, as well as general information on farming. The measure was carried out by the overwhelming majority of schools without affecting general education. With the closing of the term, the Republic will thus acquire considerable numbers of workers for agriculture, to take the place of men who have gone to the front. The rudiments of military training are given in the senior year of secondary schools, and throughout there is a new stress on the inculcation of a spirit of patriotism and sense of duty to country. The military training of the pupils and their participation in agricultural work in no way hinders their successful instruction in other subjects. On the contrary, there is a general feeling that it serves to increase the spirit of team work and discipline.

TEACHER SALARIES IN 1942-43—What is happening to the 892,000 American classroom teachers, principals, and supervisors in these war days of rising living costs? The NEA Research Division, with the co-operation of state authorities, recently made a survey of the situation. And the picture is such as to make it required reading for the nation's lawmakers who have yet to consider S. 637, the bill to keep schools open in this emergency and to provide a minimum of Federal aid to education. Forty teachers in every 100—about 360,000—are being paid less than \$1200 for the school year 1942-43. Nearly eight in every 100—68,000 in all—are being paid less than \$600 for the present school year. Low salaries for teachers are typical in the southern states but they are by no means limited to that region. At least 169,000 of the teachers receiving less than \$1200 a year are outside of the southeastern and southwestern states; 15,000 receiving less than \$600 a year are likewise in states other than the southern states.

There are about 61,000 Negro teachers in southeastern and southwestern states where schools are segregated and salaries differentiated. About 53,000 of these Negro teachers are paid less than \$1200 per year; about 30,000 are paid less than \$600 a year.

Only two of the forty-eight states (and the District of Columbia) report that no teachers are being paid less than \$1200 for 1942-43. Nearly 15,000 teachers in Pennsylvania, 23 per cent, are paid less than \$1200. The percentage is even higher in Illinois, where about 30 per cent, or some 14,000 teachers, receive less than \$1200. Twenty-six of the forty-eight states employ teachers at less than \$600 a year. In Mississippi and Arkansas

half or more than half of the entire teaching staff is being paid less than \$600 a year. In Maine, every sixth teacher is paid less than \$600. In South Dakota, employing only 8000 teachers some 1600 are paid less than \$600. More than 4500 teachers in Kansas—one in five for the state—receive less than \$600 for the year's work.

HANDBOOK OF ACTIVITIES—The Illinois High-School Association has recently published a sixty-four page **Handbook** for 1943. This publication contains the constitution and by-laws of the athletic division together with a number of interpretations. As classified under "General Rules and Policies" the names and the addresses of the officials, and the members with their classifications are included arranged alphabetically by name, by district, and by organization. Another section of the **Handbook** is devoted to the Constitution of the Illinois Association of Student Councils and the terms and conditions for state-wide series of competition festivals in music together with instruction to adjudicators. The association has also developed two **Application for Sanction** forms—one for interscholastic athletic tournaments and meets and the other for non-athletic interscholastic activity. The **Handbook** shows careful preparation arising out of a sincere effort to plan, devise, and try out in order to get the best workable guide possible. All correspondence should be directed to Albert Willis, Executive Secretary, 11 South La Salle Street, Chicago.

MEXICAN YOUTH READY TO FIGHT—For the first time in the history of Mexico military service has been established, and a draft lottery was held for the 10,000 youths of eighteen years of age who are the contingent of the Federal District, of whom 805 were called to the color in March and others will serve as substitutes to cover the vacancies. Places specified for these lotteries were filled with people of all social classes, predominating, naturally, among them the youths of eighteen years who had registered as candidates for the first reserve. Luck determined who should be called to the colors, by means of black and white balls, drawn from a globe, corresponding to the names that were read in a loud voice by the chairman of the board. The white balls indicated that the youth must serve, the black that he was exempt.—**Mexico News**

SELECTED HIGH SCHOOL STUDENTS ENTER WAYNE—An experimental group of twenty-eight students most of whom have just completed the 12B grade in high school are enrolled at Wayne University this semester under the terms of a plan devised by the University Admissions Office in collaboration with a committee of high-school principals, and approved by the University Council. The Experimental Admissions Plan as drawn permits the enrollment of selected students at any point after the eleventh grade; but for this semester most of the participating principals preferred to send only students who had earned fourteen units. The youths, chosen by their principals from schools in and near Detroit, pursue the regular freshman course of study in the College of Liberal Arts and the College of Engineering. Upon the successful conclusion of the semester's work, they will be awarded high-school diplomas as well as college credit for the studies which they will then have completed. **Michigan Teacher Education Topics.**

GERMAN HIGH-SCHOOL YOUTHS TO SERVE IN DANGER AREAS—The Nazi labor mobilization decrees call for the use of German high-school students as "Luftwaffe auxiliaries" to serve in "Air-raid danger areas," the Nazi DNB Agency stated recently in a domestic transmission reported by the Federal Communications Commission. The Swedish newspaper **Dagens Nyheter** of February 14, 1943, reported through its Berlin correspondent: "The calling of school boys for service with the Luftwaffe will be put into operation as of February 15. They will first be medically examined and will be assigned either to office work or outdoor service in accordance with the results of the medical examination. They will all be specially trained for a period of four weeks, after which their regular education will proceed, given as before by the same teachers in the most important subjects for a minimum of eighteen hours a week. This education will be carried out in the collective camps which,

as of Monday (February 15) will be the boys' home during the war. The Berlin camps are situated in the suburbs of the city, and the boys are billeted according to classes. The boys are able to contact their parents' home on their leave day once a week and during their annual holidays of a fortnight each. On February 13, conferences with parents were held in the German schools, at which the authorities gave the parents details and tried as far as possible to dispel the worries which many parents are naturally feeling at having to part from their children so soon and seeing them called up for military service."

AS LAWMAKERS SEE EDUCATION—The largest school system in the world—that of New York City—went through close scrutiny by a New York State legislative committee (Rapp-Coudert); recently the results became known. Among conclusions which might interest other school systems are; (1) That hours devoted in the classroom to formal education should be shortened, while activities which are now extracurriculum—recreation, guidance, and supervised social life—should be increased. (2) That the vocational schools, as presently organized, fit pupils for vocations, but leave them ignorant of lessons in citizenship or recreation. The Committee hits the "invidious distinction" between academic and vocational courses. The Rapp-Coudert committee then recommends that vocational and academic high schools be unified into one division of the school system.

SERVICES OF THE OWI—The Educational Services Division of the Office of War Information is prepared to give to adult discussion groups and to college and university student war organizations—an extensive type of service. This Division provides discussion pamphlets and guides, co-ordinates materials published by other government agencies for use in public discussion, and offers counseling service by correspondence in the planning of discussion programs. It also maintains a working relationship with the Organizations Service Division of the Office of Civilian Defense, which provides field service and guidance in the planning of war information and discussion programs at the community level.

WHY TEACHERS LEAVE SCHOOL—Several state studies have shown that in normal years between 30 and 40 per cent of the turnover represents shifting to better-paying teaching positions. Two factors are in the current scene. First, demands of the armed forces removed about 39,000 teachers from school positions. Second, high salaries paid in war industries and other private employment have taken about 37,000 teachers. Subtracting 11,000 as the number probably leaving for private employment in a normal year, a total of nearly 65,000 teachers have left teaching because of demands arising from the current emergency. The NEA Research Division estimates this year's turnover, as compared with that during normal years, as follows:

	1942-43	Normal Year
Armed forces	39,000	
War industry or private employment.....	37,000	11,000
Other teaching positions.....	55,000	40,500
Marriage	35,000	21,000
Retired (age)	6,500	6,500
Death	1,000	1,000
Leave of absence, illness etc.	6,500	5,600
Other reasons (e.g. returning to college).....	9,000	7,400
	<hr/> 189,000	<hr/> 93,000

WARTIME EDUCATION IN BRITAIN—Shortwave broadcasts from London report that the institutions of community life in Great Britain are flourishing. Circulation figures in public libraries show a substantial increase in reading. At first educators feared that there would be no time for study and libraries, but England is now reading more than ever before. Service is hampered, however, by difficulties in getting enough paper to supply the demands for books and in keeping a staff to wait on the insistent public.

ACCIDENTS AT HOME AND SCHOOL—Each year, the National Safety Council tells the nation a recurring, tragic story: the accident toll in schools, homes, farms, on the highway, in mines and kitchens. During 1942 the nation suffered: killed, 93,000; injured 9,300,000; and cost, \$3,700,000,000. Compared with other years, 1942 was relatively "safe." For example, total accident deaths dropped 8 per cent from 1941; motor vehicle deaths dropped 30 per cent, reflecting the ban on driving and gasoline shortages; and home accidents remained at the same level as that of 1941. Disabling injuries from home accidents numbered about 4,500,000 in 1942. About 120,000 of these resulted in permanent disability. Children less than five years of age, most of whom stay at home, were the only age group to show an increase in accidental deaths. The school child, on the other hand (5 to 14 years) had a decrease of 9 per cent in fatalities. Complete summary of 1942 accident facts is published in **Safety Education**, March 1943.

IMPACT OF THE WAR ON EDUCATION IN DENMARK—"The teachers of Denmark are carrying on pretty much as usual, despite the loss of buildings now used as Nazi barracks, lack of fuel, and undernourished children from homes without soap and hot water," according to Caspar H. W. Hasselriis, Director of Research and Information for the National America Denmark Association. In a broadcast over the CBS network March 17, sponsored by the American Association of School Administration and the Educational Services Divisions of the OWI, he said: "Teachers are constantly being intimidated by Nazi propaganda. Out-spoken teachers, like Dr. Wilhelm La Cour, have been interned. The president of the Association of Women Teachers is among those who have been arrested. The anti-Nazi spirit has been demonstrated by numerous incidents throughout Danish schools, as witness Aalborg where the Cathedral School principal was dismissed, while the whole graduating class was jailed for attempted sabotage. Nevertheless, despite sabotage, now increasing, and although the Danes universally continue to give the Nazis the 'cold shoulder,' the Nazis haven't so far attempted to get hold of the educational system of Denmark as they have in Norway. Have they realized what a frightful mess they have made there? Or have they wanted to intimidate the Swedes? Perhaps, so far, they have been concerned only about the bacon, butter, eggs, and beef they can filch from Denmark. One thing is certain, the Danes have not been idle. They have consolidated their resistance. Such 'preferential treatment' as the Nazis may have accorded Danes has not won their sympathy. Deprived of means of military resistance, democracy remains the first line of defense of the Danes, against which the Nazis have been unable to gain one inch of ground."

NEW TOOLS FOR LEARNING—The New York University Film Library, Public Affairs Committee, Inc., and The University of Chicago Round Table have assembled lists of pamphlets, radio transcripts, and recordings, related to films on current problems (16 mm) in a new catalog, **New Tools for Learning**. These lists will be useful to teachers, discussion groups, and forum leaders when they plan programs on current problems. This pamphlet is available from New Tools for Learning, 7 West 16th Street, New York.

NEW TESTS—Two new tests have recently been devised by Dr. Harlow A. Wood, Superintendent of Schools of Munising, Michigan. The one for grades 7 to 12, **Right Conduct Test** consists of 40 problems from which the pupils choose the right conduct from three statements, and of 60 true-false statements. The other test for grades 8 to 12, **Democracy Test** consists of 50 true-false statements and 25 multiple-choice various statements and 25 types of questions. The tests may be secured from the Hillside School Supply Company, 39 North Street, Hillside, Michigan.

The Book Column

FOR TEACHER AND PUPIL USE

- Air Navigation—Introduction to Earth.** Part I. New York: McGraw Hill Co. 1943. 79 pp. \$1.00. An over-all view of the earth as a sphere, place relationships of war zones, general climatic considerations underlying strategy, and the strategic significance of military objectives, prepared to orient naval aviation cadets to air navigation. This volume together with other volumes in this series (Part II, **Introduction to Navigation**; Part III, **Dead Reckoning and Lines of Position**; Part IV, **Navigation Instruments**; Part V, **Relative Movements**; Part VI, **Contact Flying**; and Part VII, **Nautical Astronomy and Celestial Navigation**. \$1.00 each.) constitutes the intensified, three-month flight preparatory ground-school course in the United States Navy's vocation training program. The Series should prove valuable as a full-year high-school course at the eleventh- or twelfth-grade level.
- Althams, C. B. and Twente, J. W. **Plans for Distributing State and County Aid to the Public Schools of Kansas.** Lawrence, Kansas: University of Kansas, 1942. 19 pp. Presents data about some financial and organizational phases of the public school system of Kansas.
- American Council on Education. **Sound Educational Credit for Military Experience.** Washington, D. C.: The Council. 1943. 36 pp. free. Describes a recommended plan developed co-operatively by the Council, the armed forces, and the regional accrediting associations.
- Anderson, Lonzo. **Bag of Smoke.** New York: The Viking Press, 1942. 179 pp. \$2.00. The story of the pioneers of aviation, the Montgolfier brothers, who startled the world in 1783 with their balloon invention.
- Andrews, Philip, editor. **Air News Yearbook.** New York: Duell, Sloan, and Pearce. 1943. 264 pp. \$3.75. Contain 335 excellent prints of the air services of the United States, British, Russian, Chinese, German, Japanese, and Italian countries accompanied by interesting and informative text material. Each photograph is completely documented with a discerning analysis of the plane pictured in relation to its position in the current world conflict. Plane types are arranged according to the countries of their origin, with sub-categories predicted on their utility. American lend-lease equipment appears in both United States and British sections. Printed in sheet-fed gravure on fine antique paper, this volume, paints in words and pictures a vivid and memorable picture of modern aviation the world over. Pupils will spend hours reading and examining this book, thereby gaining authoritative information about world-wide aviation.
- Babbitt, A. B. and Swartz, D. J. **Mechanical Drawing.** New York: Henry Holt and Co., 1942. 217 pp. \$1.20. This book is adopted to a one- or two-year elementary course stressing blueprint reading and industrial sketching. Contains 485 diagrams.
- Baity, E. C. **Man is a Weaver.** New York: The Viking Press, 1942. 334 pp. \$2.50. The story of cloth, silk, linen, woolen, and cotton as well as rayon and nylon, and of the people who spun, wove, and dyed it, who traded it, and who passed the art on from father to son, city to city, and from old world's to new world's.
- Barger, C. G. **Automotive Mechanics.** New York: American Book Co. 1943. 166 pp. \$1.12. A one-semester course to be supplemented with a second volume for a complete year of work. It is based upon an analysis of the content common to technical training manuals used by the army.

- Barry, Richard. **Mr. Rutledge of South Carolina**. New York: Duell, Sloan, and Pearce. 1942. 430 pp. \$3.75. The biography of a lawyer, military leader, a co-writer of our constitution, the first President of the first Republic in America (the Republic of South Carolina) and a close associate of Washington, Adams, and other noted American revolutionary leaders.
- Bays, A. A. **Worship Programs for Intermediates**. New York: Abington Press. 1942. 224 pp. \$1.75. Material used for girl and boy scouts, girl reserves, and other youth organizations. Also excellent as aids for the school assembly program.
- Bechdolt, Jack. **Junior Air-Raid Wardens**. Philadelphia: J. B. Lippincott Co. 1942. 175 pp. \$1.75. An interesting story of two boys' activities as air-raid wardens in a coastal town.
- Bennett, H. H. and Pryor, W. C. **The Land We Defend**. New York: Longmans, Green, and Co. 1942. 107 pp. \$1.50. Tells what we have done to despoil our land in the past 300 years as well as what is being done to repair these ravages.
- Bowie, W. R. **The Story of the Bible**. New York: Abingdon Press. 1934. 557 pp. \$1.95. Presents the story in such a way that the reader will be fascinated. Schools having courses in religious education will find it very helpful.
- Broaley, A. D. **Mathematics of Air and Marine Navigation**. New York: American Book Co. 1942. 154 pp. \$1.00. Prepared to provide the future navigator with a substantial foundation of mathematical theory, this book contains many practical problems. It is applicable to those who have had plane trigonometry. Complete with 5-point tables.
- Buchan, A. F. and Borthwick, R. **Aviation Mathematics**. New York: Houghton Mifflin Co. 1942. 136 pp. 88 cents. Based on a British text used for training RAF pilots, it contains a wealth of material on the subjects complete with answers and tables.
- Building and Flying Model Airplanes**. An Air Youth Handbook. New York: D. Appleton-Century 1941. 246 pp. \$2.00. A helpful, accurate, and authoritative presentation of model airplanes describing in detail the building and flying of them. Contains plans for building 5 models.
- Bulletin of School Services. **Theses in Education**. Lexington, Kentucky: University of Kentucky. 1943. 60 pp. 50 cents. A list of these in Education listed alphabetically by author and by subject presented from 1937 to 1943 at the University of Kentucky.
- Byas, Hugh. **Government by Assassination**. New York: Alfred A. Knopf. 1942. 378 pp. \$3.00. Starting from the grass-roots of Japanese politics, the author moves steadily toward the amazing disclosure of principles. The author pictures the Japanese army closely allied with gangsterism and the so-called patriotic societies which do its dirty work as nothing more than leagues of murderers, blackmailers, and thieves. He shows how these terrorists made contact years ago with certain groups of appreciative younger officers, and how consequently almost every civilian leader who curbed the army's power was assassinated. The furious Japanese egomania is centered in the Emperor and the notion of his divine descent. A highly informative book on Japanese society.
- Caldwell, Erskine. **All Night Long**. New York: Duell, Sloan, and Pearce. 1942. 283 pp. \$2.50. An interestingly written account of the modes and tactics of guerrilla warfare behind the German lines in Russia. Written in novel form it portrays several days' activities in the life of a typical partisan and his wife.
- Caldwell, O. W. and Curtis, F. D. **Everyday Science**. New York: Ginn and Co. 1943. 664 pp. \$1.96. Contains 14 units divided into 35 chapters with especial emphasis on science and its relation and application to the war. Available also with a teacher's manual and key.
- Cardall, A. J. A. **Wartime Guidance Program for Your School**. Chicago: Science Research Associates. 1943. 104 pp. \$1.00. Mobilization for total war is the nation's number-one

task. To achieve that task the youth of America must be mobilized while they are still in school. They must prepare in advance to work and fight where they can make the greatest contribution to victory. Aiding them in this preparation is at once the responsibility and opportunity of the schools. This is a manual prepared especially for teachers and counselors to assist in this task. It outlines the practical techniques they can employ in meeting their war-time responsibilities to their students and to the nation.

- Carnegie-Illinois Steel Corporation. **Fundamentals of Electricity**. New York: American Book Co. 1943. 194 pp. \$1.16. A book on elementary electricity for use in defense-training classes at a beginning level. Based on 90 lessons.
- Carskadon, T. R. **Workers and Bosses are Human**. New York: Public Affairs Committee, 30 Rockefeller Plaza. 1943. 32 pp. 10 cents. Shows that the productive efficiency of a worker is more closely linked to morale than any other factor. It covers a wide range of problems connected with collective bargaining and all labor-management relationship.
- Chapman, P. W. **Better Rural Careers**. Chicago: Research Associates. 1941. 264 pp. 96 cents. The acute shortage of farm workers caused by war demands is highlighting today a problem which has grown steadily worse for a generation. Not enough young people are staying on the farms. Striking directly at this problem is **Better Rural Careers**, which outlines in colorful, easy-to-understand terms the many types of occupational opportunities to be found in rural areas. This book will inspire young Americans to choose farm careers and vocations related to country life. It will help to motivate young people to farm for victory—and afterwards.
- Chicago School Journal**. September-December 1941. A large portion of its 48 pages are devoted to Hispanic America including "Toward an Understanding of Hispanic America" by Dr. W. H. Johnson (pp. 1-4), "Reference Materials on Latin America" by H. B. Hubbard (pp. 6-13, a good bibliography) and "Pan-American Activities" by R. M. Weiss (pp. 23-26).
- Childs, M. W. **This is Your War**. Boston: Little, Brown, and Co. 1942. 200 pp. \$1.50. This is a clear, direct statement of what one's sacrifices must be and how one can adjust himself to the ordeal. The author likewise points out the need for education for says he: "Parents and educators must be on the alert to see that apt and intelligent youth are given opportunities for advanced training and not pushed too hurriedly into jobs or into the armed forces." (p. 160)
- Clark, E. A. and Stewart, M. S. **Peoples of the China Seas**. St. Louis, Missouri: Webster Publishing Co. 1942. 94 pp. Trace the history and development of the Philippines, the Netherlands, Indies, French Indo-China, Thailand, British Malaya, and Burma.
- Clark, J. A., et al. **Fundamentals of Machines**. New York: Houghton Mifflin Co. 1943. 300 pp. Prepared to correlate with the similar course outline of the PIT No. 102. Deals with the basic principles of machines.
- Clark, J. R. and Smith, R. R. **Geometry in Aeronautics**. Yonkers-on-Hudson: World Book Co. 1943. 20 pp. 10 cents. The authors have added a new chapter to their book **Modern Geometry**. This has been printed in pamphlet form. It stresses the practical application of plane geometry to aeronautics.
- Collins, F. A. **The Boy's Book of Model Airplanes**. New York: D. Appleton-Century 1941. 262 pp. \$2.00. Presents the latest developments in the designing and construction of model airplanes.
- Commission to Study the Organization of Peace. **The United Nations and the Organization of Peace**. New York: The Commission. 8 W. 40th Street. 1943. 36 pp. A printed report of the year's study and discussion of the subject of peace by the commission members.

- Cooper, A. C. and Palmer, C. A. **Twenty Modern Americans**. New York: Harcourt, Brace, and Co. 1942. 381 pp. \$2.00. A collection of stories about distinguished men and women most of whom are living today.
- Cronback, L. J. **Exploring the War-Time Morale of High-School Youth**. Stanford University: Stanford University Press. 1943. 79 pp. \$1.25. A study of morale with an attempt to indicate ways in which a genuine understanding of the structure and causes of morale may be gained.
- Crownfield, Gertrude. **Proud Lady**. New York: F. A. Stokes Co. 1942. 259 pp. \$2.00. Weaving into the background of the story of the early New Castle, Delaware, settlement, the home and community life of the time, the author interestingly portrays the story of Astrid, a 16-year-old girl of this town of Swedes, English, and Dutch.
- Crump, Irving. **Our United States Secret Service**. New York: Dodd, Mead, and Co. 1942. 264 pp. \$2.00. The story of the oldest of all the law enforcement and how it protects the nation's obligations is revealed with all the thrills, suspense, and interest of the most gripping detective stories.
- Cunningham, A. S. **Everything You Want to Know About the Presidents**. Chicago: A. C. McClurg and Co. 1941. 141 pp. \$1.25. Treats on our national government's electoral machinery from convention to inauguration, and the powers and duties of our President, Vice-President, and the Cabinet members.
- Cusack, A. M. and Stumpf, A. E. **Down South America Way**. Chicago: Wheeler Publishing Company. 2831-33-35 South Park Way. 1942. 312 pp. \$1.28. An excellent collection of literary selections all having a South American background. The stories give the reader an appreciation of the country and its people, which make them effective for use in Inter-American friendship programs.
- Cushing, B. L. **Fundamentals of Machines**. New York: Ginn and Co. 1943. 436 pp. \$1.24. Covers those principles of machines and heat which underlie the action of common mechanical devices. Covers the PIT No. 102 course outline.
- Darby, A. C. **Jump Lively Jeff!** New York: F. A. Stokes. 1942. 280 pp. \$2.00. An interesting story of an energetic and lovable Negro boy who lived in "old St. Jo." An understanding study of Negro family life and character of the early river-town days.
- Davis, Bob. **Tree Toad**. New York: F. A. Stokes Co. 1942. 276 pp. \$2.00. A story of a bad boy—the inimitable yarns of the pranks and mishaps of the boyhood of the author. If the reader likes **Huckleberry Finn** he will enjoy this story.
- Davis, F. and Lindley, E. K. **How War Came**. New York: Simon and Schuster. 1942. 342 pp. \$2.50. Tells the inside story of American foreign policy from the fall of France (May 1940) to the attack on Pearl Harbor (Dec. 7, 1941)—one of the most critical periods of American history. Herein are many little-known facts which can be revealed without damage to the national interest.
- Denham, Lucile. **Free and Inexpensive Learning Materials: 1942 Supplement**. Nashville, Tennessee: Curriculum Laboratory, George Peabody College for Teachers. 1942. 40 pp. 25 cents. An annotated bibliography classified under fifty-eight headings.
- Department of Physical Education. **The Red, White, and Blue Conditioning Program**. Duluth, Minnesota: The Public School System. 1943. 24 pp. Outlines a series of physical education drills for a home program of body conditioning.
- Dooley, W. H. **Textiles**. Boston: D. C. Heath and Co. 1943. 790 pp. An authoritative source of information on textiles adapted to meet the educational need of high-school classes in dressmaking, clothing, costume design, and interior decoration.
- Douglass, A. A. **Integration of the War Effort and of the Long-Term Program in California Secondary Schools**. Berkeley: California Society of Secondary Education, Room 9-10, Haviland Hall. 1942. 176 pp. \$1.00. Descriptions of the new developments

- that have resulted from the war effort, as well as of curriculum patterns and developing trends in secondary education in senior and four-year high schools.
- Downes, J. E., Singer, N. H., and Becker, D. **Latin America and Hemisphere Solidarity.** Boston: D. C. Heath and Co. 1943. 237 pp. \$1.40. A unified and integrated presentation rather than a presentation by countries. It is a brief summary of essential material on Latin America prepared expressly for high-school use as a four to six weeks' unit of study complete in itself yet capable of expansion for classes with more time at their disposal.
- Dull, C. E. **Modern Chemistry.** New York: Henry Holt and Co. 1942. 628 pp. \$2.00. Seventeen units organized on the logical basis. Provision is made for individual differences. The modern aspects of chemistry are discussed and related to chemical theory in a clear and simple way. Each unit has a preview, questions, a vocabulary list, and suggested pupil activities and readings. A two-column format is used.
- Dull, C. E. and Idelson, M. N. **Fundamentals of Electricity.** New York: Henry Holt and Co. 1943. 456 pp. \$1.48. Prepared for the PIT course in electricity which the War Department and the United States Office of Education has asked the nation's high schools to offer.
- Dull, C. E. and Mann, P. B. **The Modern Science** series. New York: Henry Holt and Co. 1942. Book I, 432 pp.; Book II 502 pp.; Book III 598 pp. Introduces boys and girls to scientific knowledge in much the same way as that in which Robinson Crusoe was introduced to himself and to his physical and biological environment. Book I, **Modern Science in Our Environment** attempts to give pupils in grade 7 that kind of experience, though of course vicariously. Book II, **Modern Science in Our Daily Life** does this, though again vicariously, for the eighth grader. Book III, **Modern Science in Man's Progress**, is written for pupils in grade 9. Each book has unit previews, introductory questions and word lists, chapter openings, and questions and activities (at end of chapter).
- Dull, C. E. and Newlin, I. G. **Fundamentals of Machines.** New York: Henry Holt and Co. 1943. 547 pp. \$1.48. Prepared as a one semester course for eleventh or twelfth-grade pupils in the PIT-102 course.
- Eby, G. S., Waugh, C. L., Welch, H. E., and Buckingham, B. H. **The Physical Sciences.** New York: Ginn and Co. 1943. 493 pp. \$2.28. Presents the essentials of astronomy, geology, physics, and chemistry. Topics of vital interest are discussed in this attractive book—double-column format. Each chapter is equipped with study guides, an outline of important things to do, and leisure-time activity suggestions. Accompanied by a laboratory guide.
- Estes, Eleanor, and Slobodkin, Louis. **The Sun and the Wind and Mr. Todd.** New York: Harcourt, Brace, and Co. 1943. 100 pp. \$2.00. Based on Aesop's fable of the dispute between the Wind and the Sun, the authors carry the story on to tell the readers what happens to the Traveler in Aesop's fable. The humor of the Eleanor Estes writing, magnificently sculptural drawings by Louis Slobodkin, and the Wisdom of Aesop combine to make this an outstanding book which should appeal to a large audience of readers—adults as well as youth.
- Faust, J. F. **The Girl's Place in Life and How to Find it.** Champaign, Illinois: McDonnell and Co. 1942. 214 pp. \$1.50. Present definite suggestions and helps for attacking and solving the problem and thus help the girl to recognize occupational opportunities. A companion volume for boys is now in preparation by the same company.
- Feirer, J. L. and Williams, R. O. **Basic Electricity.** Peoria, Ill.: The Manual Arts Press. 1943. 244 pp. \$1.92. A complete one-semester coverage of fundamentals of the official PIT-101 training course outline. It contains 396 illustrations and 13 teaching units, accompanied with extensive summaries, review questions, military problems, and ac-

tivities. Electrical theory is discussed and all modern electrical devices are described and illustrated both as to their construction and various uses, all with special emphasis on war-time application. One entire unit of the book deals with electricity and its general relations to military life.

Floherly, J. J. **Aviation from Shop to Sky.** J. B. Lippincott, Co. 1941. 215 pp. \$2.00

A brief resume of the beginnings of aviation followed by the story of the vast numbers of skilled workers who design, manufacture, and fly the airplane. Illustrated with 90 photographs by the author.

Floherly, J. J. **The Courage and the Glory.** Philadelphia: J. B. Lippincott Co. 1942. 191

pp. \$2.25. True stories of the achievements of heroes of the World War II that high-school pupils will enjoy reading.

Fowlkes, J. G. **Planning Schools for Tomorrow—The Issues Involved.** Washington, D. C.:

Superintendent of Documents. 1942. 26 pp. 10 cents. A concise statement on the meaning of and need for planning on the important issues in educational planning and on suggestions concerning ways and means of such planning. Stresses the need for Federal Aid.

Frost, J. V. **Pre-Service Course in Automotive Mechanics.** New York: John Wiley and Sons.

1943. 545 pp. \$1.96. A text for the PIT-202 training course outline of the War Department containing seven chapters for a full-year course. It treats the subject principally from the theoretical standpoint. Other Wiley books in the series are: **Pre-Service Course in Machine Science**, **Pre-Service Course in Shop Practice**, **Pre-Service Course in Electricity**, and **Pre-Service Course in Radio**.

Frost, Robert. **Come In.** New York: Henry Holt and Co. 1942. 192 pp. \$2.50. The 83

poems in this volume, selected and integrated by Louis Untermeyer, are a part of Robert Frost's heritage to America classified under seven headings. They represent his most famous and popular works.

Giles, H. H. and Cadigan, R. J. **Playwrights Present.** New York: Harpers and Brothers.

1942. 290 pp. A book of excerpts from well-known dramas used to answer some of the many questions confronting young people.

Goetz, Delia. **Half a Hemisphere.** New York: Harcourt Brace. 1943. 278 pp. \$2.50. The

history of Latin America from the first landing of Columbus—the early days of exploration and conquest, the colonial period, and the republics as they grew out of revolution to their present-day status.

Gould, A. G. **Careers in Public Health.** Chicago: Science Research Associates. 1943. 48 pp.

Sixty cents. The story of public health as distinguished from the private practices of physicians and nurses—its development, its workers, their training, and their opportunities.

Graham, F. P. and Cleveland, B. M. **Young America's Aviation Annual 1942-43.** New York:

McBride and Co. 1942. 252 pp. \$2.50. A comprehensive picture of aviation's progress told in text and photographs packed with information and covering the many activities that have arisen out of the war. Here the reader can learn things of value which will help him to understand the forces that are shaping our lives and our world.

Graham, F. P. and Kulick, H. W. **He's in the Air Corps Now.** New York: Robert M. Mc-

Bride and Co. 1942. 218 pp. \$2.50. An exciting record of nine months of training of a pilot. The rigorous physical examination, the complex course in flying, navigation, gunnery, and bombing is interestingly told in words as well as in action photographs.

Griffin, R. A. and Shaw, R. M. **School of the Citizen Soldier.** New York: Appleton-Century.

1942. 558 pp. \$2.40. Tells briefly, interestingly, and accurately what every American ought to know about his country, its geographical environment, its constitutional development, its military history, its economic problems, its military and naval organiza-

- tions, and the characteristics of its enemies, Japan and Germany, and their method of waging war.
- Grimm, D. H. **Junior Aviation Science**. New York: Noble and Noble. 1942. 112 pp. 90 cents. Discusses all the topics covered in the United States Government CAA ground-school course. In addition a brief history of aviation is given.
- Gruenberg, B. C. and Obourn, E. S. **Instructional Tests in Electricity**. (32 pp.) **Instructional Tests in Machines** (36 pp.) Yonkers-on-Hudson: World Book Co. 1943. Each 16 cents, \$5.00 net per package of fifty. These two booklets of "teaching tests" cover the outline set up by the War Department for the Pre-Induction Training Courses in Fundamentals of Electricity (PIT-101) and Fundamentals of Machines (PIT-102). They consist of thirteen and fifteen units respectively, comprised of multiple choice, modified true-false, and completion tests.
- Gunther, John. **Inside Asia**. New York: Harper and Brothers. 1942. 575 pp. \$1.96. A school edition of the well-known original edition of the same name.
- Hamilton, Edith. **Mythology**. Boston: Little, Brown, and Co. 1942. 497 pp. \$3.50. What will be classed by those in authority as a second Bulfinch. The author has ably blended and organized the sometimes conflicting Greek, Roman, and Norse myths with vivid clarity.
- Hamlin, John. **Flying Horses**. Philadelphia: J. B. Lippincott. 1942. 252 pp. \$2.25. An enchanting story of how the flying horses of the merry-go-round came to America and of a boy's love for a pony left him by some gypsies.
- Hart, A. and Lejeune, F. A. **The Latin Key to Better English**. New York: E. P. Dutton and Co., Inc. 1942. 226 pp. \$2.00. This book forms a practical guide to more effective reading, writing, and speaking English and is for those who have not studied Latin as well as for those who did but have forgotten it. The book is meant to be read. It is not a dictionary, nor a reference book, nor a school book, but a handbook of useful and interesting information. Because the English language is simply saturated with Latin, it is a fair statement that without some knowledge of the Latin elements in English, no one can be certain of the accuracy of his spelling or the correctness of his use of the less simple words of English. In addition to its practical value, this book gives most interesting glimpses of the romance and adventure of words in their progress down the centuries.
- Herman, Stewart W., Jr. **It's Your Souls We Want**. New York: Harper and Brothers. 1943. 315 pp. \$2.50. A keen analysis of Hitlerian tactics used in an attempt to supplant true religion by a political ideology that worships Hitler and make every one the pawn of the State. Here is a discriminating description of the spiritual usage of the National Socialists movement told by one who for six years had the opportunity to study "on the ground" what effect Hitler domination is having on the German people. Here is one part of the Hitler story that cannot be secured elsewhere.
- Harmon, Seth and Shumway, H. I. **Sons of the Admiral**. Boston: L. C. Page and Co. 1940. \$2.00. The story of two fine boys, Diego and Fernando Columbus, the sons of Christopher Columbus, and the part they played in their famous father's discoveries. Each, in his own way, shows a devotion and faith beyond his years. The story cannot fail to inspire both young and old.
- Herzberg, M. J., Paine, M. P., and Works, A. M. **Happy Landing**. New York: Houghton Mifflin Co. 1943. 398 pp. \$1.48. An anthology of stories—facts and fiction—with vivid descriptions and significant explanations. Also gives attention to use of words, further reading suggestions, and devotes a section for the better reader.
- Hessel, F. A., Martin, J. W., and Hessel, M. S. **Chemistry in Warfare**. New York: Hastings House. 1942. 179 pp. \$2.00. A clear non-technical story of the mighty weapons

- chemistry has created. Here is briefly and directly told what the soldier and civilian has to face in this present struggle.
- Hill, A. T. **Campus and Classroom**. New York: Harper and Brothers. 1942. 347 pp. A collection of stories and essays representing the most realistic interpretations of the important problems arising on the campus and in the classroom. These stories will be of definite interest to high-school pupils.
- Hobbs, G. M., et al. **Fundamentals of Machines**. Chicago: American Technical Society. 1943. 264 pp. \$2.00. Presents the prerequisite knowledge for a machine course. The basic principles and skills involved are presented in a clear and understanding manner. The chapters included are practical physics, blocks and tackle, automobile design and construction, engines, engine troubles, aircraft engines, and Deisel engines, operation and maintenance.
- Hobbs, G. M. et al. **Fundamentals of Shop Training**. Chicago: American Technical Society. 1943. 327 pp. \$2.00. Like the other books in this series, it is intended for those preparing for war service. The basic fundamentals and skills are presented in a clear manner.
- Hooper, A. **A Mathematics Refresher**. New York: Henry Holt and Co. 1942. 357 pp. \$1.32. A refresher unified course in arithmetic, algebra, geometry, and trigonometry. Includes trigonometry tables and answers to the problem exercises.
- Hunt, M. L. **Have You Seen Tom Thumb?** New York: F. A. Stokes Co. 1942. 260 pp. \$2.00. The biography of Charles Sherwood Stratton (General Tom Thumb), the man in miniature, a midget, whom P. T. Barnum discovered in his Bridgeport home when he was five years old.
- Inter-American Understanding**. Topeka, Kansas: State Department of Education. 1942. 36 pp. A war and peace program for Kansas schools prepared by "The Governor's Commission on Education and the Civilian War Effort." Excellent for a study of Our Good Neighbor Policy. Outlined for the elementary and for the secondary school in terms of suggested activities and materials.
- John, Mellie. **English for You**. Evanston, Ill.: Row, Peterson, and Co. 1943. 591 pp. \$1.52. Stresses oral and written communication and the mechanics of communication, in the more formal presentation of grammar. For use in the tenth-grade as an advanced course to **Natural English** by the same author.
- John, Mellie. **Natural English**. Evanston, Ill.: Row, Peterson, and Co. 1943. 526 pp. \$1.40. A ninth-grade textbook giving attention to speaking, writing, reading, and listening as well as to grammar and mechanics such as punctuation and capitalization.
- Kaese, Harold, et al. **Famous American Athletes of Today**. 1942. 464 pp. \$2.50. The story of how recent men and women, by sheer ability, determination, and hard work, have carved for themselves a permanent place of honor in sports history.
- Kandel, I. L. ed. **Education in Latin American Countries**. New York: Bureau of Publications, Teachers College, Columbia University. 1943. 448 pp. \$3.70. Accurate and reliable accounts of the educational system of these countries which should meet the growing interest in the culture and civilization of our neighbors to the South.
- Kany, C. E. **Spoken Spanish for Our Flying Cadets and Our Armed Forces**. Boston: Heath and Co. 1942. 183 pp. \$1.00. Contains twelve conversations, twenty-five dialogues, and twenty-seven chapters on aviation together with vocabulary, notes, and pronunciation aids.
- Katz, M. D. Jr., Lee, H. C., and Levy, E. L. Jr. **Our Fighting Ships**. New York: Harper and Brothers. 1942. 101 pp. \$2.00. A complete picture of our navy from the mighty battleship to the motor torpedo boat. Each type of vessel is introduced by a descriptive text, a picture of the one of its class, and data concerning each vessel in that class.

- Keliher, A. V. ed. **Air Workers Today**. New York: Harper and Brothers. 1942. 56 pp. An interesting presentation of what those people do whose work has to do with the broad field of the airplane—the plane operators, the ground crew, the Civil Air Services workers, and the air men in the armed forces.
- Kennedy, W. J. **Pre-Service Course in Shop Practice**. New York: John Wiley and Sons. 1943. 337 pp. \$1.52. A text for use in the PIT-103 training course outline. The other Wiley books in this series are: **Pre-Service Course in Machine Science**, **Pre-Service Course in Electricity**, **Pre-Service Course in Automotive Mechanics**, and **Pre-Service Course in Radio**.
- Laing, Alex. **Way For America**. New York: Duell, Sloan, and Pearce. 1943. 380 pp. \$3.00. A searching account of all the major crises in which democracy lost out in recent years, and a review of the behavior of our leaders and the contradictory events which dominated the world scene in the period between the first and second World War. The author ends with a promise of what Americans can do to make democracy work all the time. "The true choice is never one between principles and practicalities. It is a choice between practical measures in defense of principles and practical measures which ignore them."
- Lamprey, L. **Building A Republic**. New York: F. A. Stokes Co. 1943. 269 pp. \$2.25. An interestingly written backstage view of the American people bringing into being the republic of the United States—one that high-school pupils will enjoy studying as well as reading.
- Lapp, C. J., Knight, F. B., Rietz, H. L. **Mathematics for the Emergency**. New York: Scott, Foresman, and Co. 1942. 158 pp. 80 cents. A workbook providing explanations of and drill in the fundamentals of arithmetic, algebra, geometry, and trigonometry with emphasis on algebra. A rapid review course.
- Lawrence, C. H. ed. **New World Horizons**. New York: Silver Burdett Co. 1942. 94 pp. \$2.00. Presents world geography in a simple, concise form graphically depicted on attractive colored maps authentically reproduced. A geography book for this air age.
- Lehman, M. and Yarmon, M. **Opportunities in the Armed Forces**. New York: Viking Press. 1942. 418 pp. \$2.95. Covers opportunities available in the Army, Navy, Marine Corps, Coast Guard, Merchant Marine, and Civil Aeronautics. It describes each service, the qualifications and duties of each rank with the pay received. Exceedingly helpful to the boy going into the service to ascertain with some degree of correctness the type of work for which he is best suited.
- Lester, K. M. **Historic Costume**. Peoria, Illinois: Manual Arts Press. 1942. 288 pp. \$3.50. Covers costume development from ancient times through 1940; that is, Egyptian, Asiatic, Grecian, Roman, the Middle Ages, the French Renaissance, French Costume from 1700 to 1814, Colonial and American from 1720. The political, sociological, and economic causes for changes are all explained, adding interest to this accurate portrayal of fashion. Illustrations and information have been gathered from all available sources and some from sources now no longer available. In this revised and enlarged edition, new text material has been added throughout the book, including a new chapter on American Costume from 1920 through 1940, which brings **Historic Costume** more up to date than other publications on the subject. All major drawings have been enlarged and design details strengthened thus making the book of particular value to costume designers. Sixteen new full-page photographs of art masterpieces, depicting peculiarities of dress design, have been added. There are now 117 illustrations—38 large plates, 16 full-page photographs, and 65 pen-and-ink drawings.
- deLima, Agnes, Baxter, Tompsie, and Francis, T. J. **South of the Rio Grande**. New York: Bureau of Publications, Teachers College, Columbia University. 1943. 74 pp. 75 cents. An experiment in international understanding. Assistance to the teacher planning Latin American units for classroom use for pupils age eleven years and older.

- Lingenfelter, M. R. **Wartime Jobs for Girls**. New York: Harcourt, Brace, and Co. 1943. 226 pp. \$1.75. Practical information on the most useful jobs girls can do today, how to prepare for them, and how to get them.
- Lips, J. E. **Tents in the Wilderness**. New York: F. A. Stokes Co. 1942. 297 pp. \$2.25. A fresh, dramatic story of life among the Naskapi Indians in Labrador today. It follows the adventures of an Indian boy during his fourteenth year giving authentic information about Indian customs and ways of making canoes, snowshoes, baskets, traps, etc. Girls as well as boys will enjoy reading it.
- Long, F. E. and Halter, Helen. **Individual Self-Testing Key for Social Studies Skills**. New York: Inor Publishing Co. 1942. 32 pp. Tests 20 skills necessary for the social studies pupils to have to be a good student in this area.
- Lucas, J. M. and Carter, Helene. **Fruits of the Earth**. Philadelphia: J. B. Lippincott Co. 1942. 72 pp. \$2.00. Fascinating stories of the fruit world are told in this beautiful illustrated book. The origin, travels, adaptation, and development of many of our everyday fruits are told in clear scientific terms.
- Luther, Frank. **Americans and Their Songs**. New York: Harper and Brothers. 1942. 323 pp. \$2.00. Contains most of the most popular American songs from 1620 to 1900. With each of them is written the story of the people who first sang them; i.e. the historical background of each is given.
- Lyons, G. J. and Martin, H. C. **Seven Keys to Getting and Holding a Job**. New York: Gregg Publishing Co. 1942. 241 pp. Discusses seven principles that will assist job seekers of high-school age in securing a position.
- Marsh, C. S. **Acceleration in the Colleges**. Washington, D. C. American Council on Education. 1943. 29 pp. 25 cents. A study of the accelerated program in a sample selection of Liberal Arts Colleges during the summer of 1942.
- Martens, E. H. and Foster, E. M. **Statistics of Special Schools and Classes for Exceptional Children 1939-1940**. Washington, D. C.: Supt. of Documents, 1942. 200 pp. 30 cents. Reports statistics for the school year 1939-1940—71-458 enrolled in 4 institutions.
- Masani, Minoo. **Our India**. New York: Oxford University Press. 1942. 166 pp. \$1.75. With infectious enthusiasm the author brings alive this faraway country which is being drawn closer and closer to us each day. Here are the answers to the hundreds of questions of interest to readers of every age. Attractively illustrated.
- Mathematics for Pilots**. New York: McGraw Hill Co. 1943. 157 pp. 75 cents. A review of mathematics containing sufficient material for practice to attain a satisfactory degree of speed and accuracy. A pocket-size text. Other books in this series include: **Physical Manual for Pilots**, **Principles for Flying**, **Operation of Aircraft Engines**, and **Aerology for Pilots**. Each of these pocket-size texts embody sufficient theory and background to provide the student with an intelligent understanding of the subject.
- McCracken, Harold. **The Last of the Sea Otters**. New York: F. A. Stokes Co. 1942. 100 pp. \$2.00. An interestingly written story of the life of this almost extinct fur-bearing animal showing it fighting for its existence.
- McDougal, W. L., Ranson, R. R., and Dunlap, C. H. **Fundamentals of Electricity**. Chicago: American Technical Society. 1943. 388 pp. \$2.00. Text material for those preparing for war service based on the War Department Technical manual TM 1-455. Workbook accompanies this text.
- McGovern, W. M. **Colloquial Japanese**. New York: E. P. Dutton and Co. 1942. 234 pp. \$1.85. A timely new edition written expressly to enable any adult to acquire a sound speaking knowledge of the Japanese language. The student is given a general survey of the whole scope of the language approached from an Occidental point of view, then with gradually scaled exercises, he studies grammatical detail in a scientific manner.

The book is organized for individual and home study as well as for class use as a six-month intensive course.

McMurrie, D. C. **The Book, The Story of Printing and Bookmaking.** 1943. 720 pp. \$5.00.

Tells in an interesting way an authoritative story of the origins and development of writing, and the alphabet, books in manuscript, typography and design, printing processes, illustrations of books, and bookbinding.

Medearis, Mary. **Big Doc's Girl.** Philadelphia: J. B. Lippincott Co. 1942. 271 pp. \$2.00. A wholesome, warm, and human story of family life in the backwood country of Arkansas.

Melvin, A. G. **The New Culture.** New York: Reynal and Hitchcock. 1937. 296 pp. \$3.50.

The book sets forth the unified and living nature of all things and makes applications in the realm of education. The author discusses education in terms of the new knowledge in the natural sciences, the arts, and psychology. He deals successively with the elementary school, the secondary school, and the college. The whole is an organic philosophy of education.

Miller, F. R. **Fundamentals of Electricity.** Boston: D. C. Heath and Co. 1943. 220 pp. \$1.00.

A one-semester course based on the training outline of PIT-101 of the War Department.

Molendyk, C. A. and Edwards, B. C. **Thus be it Ever.** New York: Harper and Brothers.

1942. 508 pp. \$1.60. An anthology of both prose and poetry of selections from distant parts of the world including many of the great documents which have a bearing on the lives of free men today.

Monsarrat, Nicholas, Lt. RNVR. **H. M. Corvette.** Philadelphia: J. B. Lippincott Co. 1943. 169 pp. \$1.75. The story of one man's meeting with hardship, danger, and death as well as the story of the Corvette—the smallest of ocean-going men-of-war and of the

nightmarish winters of 1940 and 1941 when these bantam ships convoyed vital supplies to the harassed and threatened people of Britain.

Montgomery, R. G. **Hurricane Yank.** Philadelphia: David McKay Co. 1942. 250 pp. \$2.00.

An American flier joins the RAF and gets what he is looking for—excitement, danger, and hair-breadth escapes.

Montgomery, R. G. **Thumbs Up!** Philadelphia: David McKay Co. 1942. 256 pp. \$2.00. A

story of how the flying marines make a last stand on the Pacific Paris Island and finally get away to join the fight in the air over the Philippines.

Moore, L. E. **Elementary Avigation.** Boston: D. C. Heath and Co. 1943. 222 pp. \$1.60. A

one-semester course for the pre-flight training of boys who plan to enter the air forces. They learn the types of problems an aircraft navigator must face and some of the methods of solving them. They likewise appreciate the importance of mathematics, physics, and meteorology in avigation.

Newcomb, Covelle. **Vagabond in Velvet.** New York: Longmans, Green, and Co. 1942. 262 pp. \$2.50. A biography of the author of *Don Quixote*, the son of a poor physician, his

glories and his hardships.

Noyes, Alfred. **The Edge of the Abyss.** New York: E. P. Dutton and Co. 1942. 172 pp.

\$2.00. To those who cherish the ideals of democracy and freedom, this book will present a challenge as the preface states, "This book is a plea for certain profound changes in the heart and mind of the modern world, changes absolutely necessary if we are to win the peace." The author contends that the hope of the world is with the English-speaking people.

Osborn, Chase S. and Stellanova. **Schoolcraft, Longfellow, Hiawatha.** Lancaster, Pennsylvania: The Jaques Cattell Press. 1942. 697 pp. \$5.00. A complete edition of Hiawatha paralleled by the *Algic Researches of Schoolcraft*, a vindication of Longfellow regarding a charge of plagiarism of the Finnish Kalevala, a biography of Henry Stowe Schoolcraft and a description of Hiawatha's people in one volume. A remarkable combination of dramatized history and contributory scholarship.

- Pach, Alfred. **Portraits of our Presidents**. New York: Hastings House. 1943. 68 pp. \$1.50. Contains the portraits of our 31 presidents together with a short biography of each and a photostatic facsimile of each president's signature.
- The Parker District High School and the Parker District Community**. Nashville, Tennessee: Cullom and Ghertr Co. 1942. 82 pp. 25 cents. This is a report prepared by the teachers of Parker District High School with the assistance of the Staff of the Southern Association Study. It is a story of the work of the Parker School and Community. This publication presents an interesting and detailed account of how the teachers, pupils, and parents of Parker District High School work together to discover and meet the needs of the children of Parker District.
- Peet, Creighton. **The Runaway Train**. New York: Henry Holt and Co. 1943. 72 pp. \$1.75. A picture story that will fascinate those who have or want to have electric trains. While written for the elementary-school pupil, the slow reader of the junior high school will be equally interested.
- Perry, Josephine. **Fish Production**. New York: Longmans, Green, and Co. 1940. 104 pp. \$1.50. The story of some of the modern methods of catching and marketing fish.
- Perry, Josephine. **The Rubber Industry**. New York: Longmans, Green, and Co. 1941. 96 pp. \$1.50. A brief account of the growth and development of this great industry—its propagation, collection, processing, and manufacturing into articles, especially footwear.
- Perry, Josephine, and Slauson, Celeste. **Forestry and Lumbering**. New York: Longmans, Green, and Co. 1939. 128 pp. \$1.50. Tells how the lumber industry has moved across the United States. It shows the lumber industry at work at a typical operation of logging and manufacturing into finished lumber.
- Perry, Josephine and Slauson, Celeste. **Milk Production**. New York: Longmans, Green, and Co. 1938. 119 pp. \$1.50. Presents all sides of the milk question as well as its production, shipping, and its processing into various articles for consumption.
- Perschbacher, Olga, and Wilde, Dorothy. **America Speaking**. New York: Scott, Foresman, and Co. 1943. 480 pp. \$1.60. Young Americans will find in this American literature anthology a challenging personal message—a message that will make them more aware of what democracy means to them as individuals. Beginning with democratic relations among family and friends, then showing how Americans take pride in work well done, continuing with the foundation and growth of democratic ideals in this country, finally concluding with the responsibility every American should share today in strengthening democracy as a practical, workable ideal of living. While most of the authors from whom the selections in this volume were made are writers today, selections have also been made from past literature which interprets our American ideals in terms that young people can understand. Thus we find Emerson, Lowell, Whittier, and Whitman as well as Stephen V. Benet, Maxwell Anderson, and Vincent Sheean.
- Phillips, N. D. **The Home Guide to Modern Nutrition**. New York: Longmans, Green, and Co. 1942. 96 pp. 50 cents. Tells how to achieve perfect nutrition without worry or effort. It tells what vitamins and calories are and what these things do for us, where we can find them, and how much of them we need. It also contains 90 balanced meals.
- Physical Manual for Pilots**. New York: McGraw Hill Co. 1943. 229 pp. 90 cents. Discusses the fundamental principles that every pilot must know to absorb his training in aerology, theory of flight, and engine operation. Other books in this series include: **Mathematics for Pilots**, **Principles for Flying**, **Operation of Aircraft Engines**, and **Aerology for Pilots**. Each of these pocket-size texts embody sufficient theory and background to provide the students with an intelligent understanding of the subject.
- Pinkerton, Kathrene. **Fox Island**. New York: Harcourt, Brace. 1942. 195 pp. \$2.00. The story of 15-year old Ann and her 12-year old brother, Peter, living with their trapper

- parents in the far north Canadian woods with only an Indian family ten miles away as neighbors.
- Pooley, R. C. and Walcott, F. G. **Forward!** New York: Scott, Foresman, and Co. 1942. 704 pp. \$1.80. A lower-grade reading course in which the material has been selected and organized around ideas that young people find significant and challenging. The selections from literature are such as will interest the young reader. Four areas of interest are presented: New Worlds for Man, Wonders of the World We Live In, America Expresses Itself, and Young America Forward. The emphasis throughout the book is on reading that interprets the American character. This is the third book in the **Growth in Reading Program**. Other books are **Action!** (Grade 7) and **Contact!** (Grade 8).
- Publications of A. S. Barnes and Company, 67 West 44th St., New York, at \$1.00 each. The Barnes Dollar Sport Library.
- Bee, Clair. **Drill and Fundamentals**. 1942. 111 pp. The big three of the offense in this game are passing, dribbling, and shooting—stressed in a great variety of exercises. Defensive measures such as guarding, backboard recovery, and body balance are also stressed.
- Bee, Clair. **Man-to-Man Defense and Attack**. 1942. 118 pp. Presents methods in defense such as pressing and switching, and attack such as the held-ball, center-jump, out-of-bounds, post, double-post, double-pivot, give-and-go, and screen. It is a complete book on this phase of basketball.
- Bee, Clair. **The Science of Coaching**. 1942. 101 pp. Presents information on special maneuvers for particular situations, player selection, and methods of teaching. Especial attention is given to psychological methods of building and maintaining team spirit, loyalty, and the "desire to win."
- Bee, Clair. **Zone Defense and Attack**. 1942. 117 pp. Pertains to the basic zone defenses and attacks and their variations.
- Gallagher, E. C. **Wrestling**. 1939. 91 pp. This book is one of several volumes covering the techniques, fundamentals, and play of one of the most popular sports.
- Meissner, W. E. and Meyers, E. Y. **Basketball for Girls**. 1940. 88 pp. The principles of girls' basketball—catching and passing, individual techniques, shooting, offense, defense, and officiating—are described and illustrated.
- Nash, J. B. **Building Morale**. 1942. 154 pp. Explains morale in simple terms and shows how important it is in our daily life—not morale by itself but morale for a purpose.
- Publications of the State Department of Education, Tallahassee, Florida. **Mathematics Essentials for the War Effort**. 1942. Paper Bound, 75 cents. Cloth bound \$1.40. Helpful for those revamping and adapting their courses to present and immediate needs.
- Professional Background Materials for War Mathematics**. 1942. Paper Bound. 50 cents. Helpful as in-service training material for the teacher who must teach it without a major in mathematics.
- Queen, Ellery, Jr. **The Golden Eagle Mystery**. New York: F. A. Stokes Co. 1942. 272 pp. \$2.00. An interesting mystery story for boys and girls. A coastal town, a deserted island, and the sports of the town furnish the material for the story.
- Quinn, Vernon. **Picture Map Geography of Mexico, Central America, and West Indies**. New York: F. A. Stokes Co. 1943. 114 pp. \$2.00. Describes each of these countries telling the story of the people and their life. There is just enough history to make these republics easy to remember as living members in the family of the world's nations today. High-school pupils will enjoy reading and studying this interestingly written book.
- Research Division of the National Education Association. **Salaries of City School Employees, 1942-43**. Vol. XXI No. 1. Feb. 1943. Washington, D. C.: The NEA. 1943. 24 pp. 25 cents. A report of a survey which presents an encouraging picture—that is, teachers are beginning to get a little more for their services.

- Rich, L. D. **We Took to the Woods**. Philadelphia: J. B. Lippincott Co. 1942. 322 pp. \$2.75. The author and her husband and children live in the heart of Rangeley Lake region of Maine. An enticing story of all the hardships as well as the enjoyments.
- Roberts, W. H. **Psychology You Can Use**. New York: Harcourt, Brace, and Co. 1943. 246 pp. \$2.00. The story of the work of psychologists and what they have accomplished. The book has been written for those who know little about this field. Those high schools which have this subject as a course will find the book useful in the classroom.
- Robertson, Helen, Macleod, Sarah, and Preston, Frances. **What Do We Eat Now?** Philadelphia: J. B. Lippincott Co. 1942. 370 pp. \$2.50. While prepared as a guide to war-time housekeeping the book is adaptable to classroom use. Many practical recipes and helpful economies are suggested throughout the book.
- Robinson, P. T. et al. **Before You Fly**. New York: Henry Holt and Co. 1943. 610 pp. \$2.00. A first-year course surveying the essentials of aeronautics in a clear manner that will sustain the initial enthusiasm of those who enter the course. It represents the pre-flight aviation courses given last year in the District of Columbia High Schools.
- Rogers, Frances and Beard, Alice. **Old Liberty Bell**. New York: F. A. Stokes Co. 1942. 106 pp. \$1.50. The dramatic and moving life-story of a bell. This is a short exceedingly well-told story of an American symbol that makes thrilling reading.
- Ruch, G. M., Knight, F. B., and Studebaker, J. W. **Arithmetic for the Emergency**. New York: Scott, Foresman, and Co. 1942. 179 pp. 64 cents. Primarily for those who have had only arithmetic.
- Sarett, L., Foster, W. T., and McBurney, J. H. **Speech**. New York: Houghton Mifflin Co. 1943. 490 pp. A high-school course covering first principles in speech composition, public speech, and interpretive speech. Contains a wealth of suggested activities and aids for the teacher as well as the pupil.
- Sayers, M. and Kahn, A. E. **Sabotage! The Secret War Against America**. New York: Harper and Brothers. 1942. 266 pp. \$2.50. This book uncovers evidence of the techniques and plans of Axis saboteurs operating in the United States. It tells who are back of these saboteurs, how they get paid, and how Americans can fight against sabotage.
- Serpa, Oswaldo. **Portugues Para Estrangeiros, Linguagem Brasileira**. Rio de Janeiro, Brazil: Livraria Francisco Alves. Rua Do Ouvidor 166. 1941. 120 pp. \$1.00. The first book written in Brazil for the teaching of the Portuguese language to foreigners. The Portuguese language as spoken in Brazil is offered in a colorful, picturesque, vivid way, as it is spoken in everyday life, in the familiar, free-and-easy, yet correct, talk that is current among educated people. The direct methods are used. It contains 60 exercises and a selected vocabulary.
- Shea, W. C. **Pre-Service Course in Electricity**. New York: John Wiley and Sons. 1943. 276 pp. \$1.52. A first course in the fundamentals based on the training outline of PTT-101 of the War Department.
- Shields, B. A. **Principles of Aircraft Engines**. New York: McGraw, Hill Co. 1942. 378 pp. \$1.88. Tells the whole story of aircraft engines. From it, pupils will learn how engines are constructed and operated, how they function in airplane flight, the different types of engines, and the advantages of each. Principles of engine operation are closely related to the principles of physics. The pilot's viewpoint is presented since this represents the practical application of all the specialized branches of aviation.
- Shields, B. A. **Principles of Flight**. New York: McGraw Hill Co. 1942. 363 pp. \$1.88. A non-technical treatment of aeronautics for air cadets presenting a broad overview of its history. It relates the theory of flight to the laws of physics. Orientation, aerodynamics, and aircraft structure and materials are all covered in this text.
- Singh, R. L., and Lowmsbery, E. **Gift of the Forest**. New York: Longmans, Green, and Co.

1942. 296 pp. \$2.50. To Bim, a child of rural India, the jungle was the most mysterious and beautiful place on earth. The story of his pet tiger cub as it grows to maturity shows its longing for freedom and the forest. It is the unusual about this story and the interesting way it is written that will attract youthful readers.
- Smith, C. H. and Taylor, G. R. **United States Service Symbols**. New York: Duell, Sloan, and Pearce. 1942. 116 pp. An authentic presentation of over 1200 illustrations in full color which portray the meaning of and story behind all U. S. military insignia.
- Smith, Ruth P. ed. **The Tree of Life**. New York: The Viking Press. 1942. 496 pp. \$3.50. It is a volume of comparative religion for young people, a selection of writings from the great faiths of the world. It is a book of importance and distinction.
- Spencer, L. M. and Burns, R. K. **Youth Goes to War**. Chicago: Science Research Associates. 1943. 223 pp. \$1.28. The book tells about all the kinds of work youth can do from joining the Victory Corps to taking the proper school subjects for trained service in the armed services or in industry. It lists the specific service and civilian occupations.
- Stewart, A. B. **Bibi, the Baker's Horse**. Philadelphia: J. B. Lippencott Co. 1942. 191 pp. \$2.00. A delightful story of a little Corsicon horse who became part of a baker's family.
- Steri, Emanuele. **Building Model War Planes for the Army and Navy**. 1943. 90 pp. \$2.50. Accurate scale model aircraft have proved to be highly successful training devices for the teaching of recognition of aircraft and range estimation. For this reason the army and navy in co-operation with the United States Navy Bureau of Aeronautics and the United States Office of Education have prepared the basic plans and specifications of the sixty model planes which are featured in this book. The foreword of the book has been written by Mr. Robert W. Hambrook, Executive Secretary, Model Aircraft Project Committee, United States Office of Education. In addition to the photographs illustrating each of the sixty planes there are included complete assembly plans for each of the models. A supplement to **Building Model War Planes** contains a complete set of full-size templates, or patterns, for the various parts of each of the sixty planes. (\$1.25)
- Taylor, G. E., and Stewart, M. S. **Changing China**. St. Louis: Webster Publishing Co. 1942. 94 pp. 40 cents. The story of China and the Chinese, old China, a century of imperialism, and the new China. Excellent material for class study of the Far East.
- Torres-Rioseco, Arturo. **The Epic of Latin American Literature**. New York: Oxford Press. 1942. 279 pp. \$3.00. In the formal sense of the word, this book is not a "History" of Latin American literature, since any attempt to trace its evolution strictly by countries or by chronology and periods inevitably breaks down. The author contends that it is almost as absurd to speak of Nicaraguan literature or Ecuadorian literature as it would be to speak of Massachusetts or Georgian or Californian literature. The author chose to present his subject according to the main literary movements of Spanish America which fall into five groups: (1) Colonial, (2) The Romantic Upheaval, (3) Modernism, (4) The "Gaucho" Genre, (5) The Novel of Social Significance.
- Tregaskis, Richard. **Guadalcanal Diary**. New York: Random House. 1943. 263 pp. \$2.50. A vivid story of the heroism of the U. S. Marines at Guadalcanal told by a newspaperman. A day-by-day account (July 26-Sept. 26, 1942) of what he saw and learned.
- Truett, R. B. **Lee Mansion: Arlington, Virginia**. New York: Hastings House. 1943. 60 pp. \$1.25. The pictorial story of Lee Mansion with about 6 pages of text.
- Tunis, J. R. **All-American**. New York: Harcourt, Brace. 1942. 245 pp. \$2.00. In terms of everyday life in a high school, the reader is shown the problems of democracy that Ronald Perry the star half-back had to face in a hard fought football game.
- Turney, I. V. **Paul Bunyan Marches On**. Portland, Oregon: Binford and Mort. 1942. 84 pp. \$2.00. Here in a new collection, attractively illustrated in color, is presented America's very own folk character, logger, and source of tales worth telling and hearing. While written for the elementary level, few secondary-school pupils will "pass the book up."

- United States Government Manual.** Washington, D. C.: Superintendent of Documents. 1942. 705 pp. \$1.00 each; \$2.75 for subscription (3 editions). Contains a review of all the various Government Agencies, and the officials in each.
- Updegroff, F. M. **Traveler's Candle.** New York: Harcourt, Brace, and Co. 1942. 237 pp. \$2.00. The Mapes family of Colonial times make a home for a young lad who escaped from the Indians who had kidnapped him. The boy is taught the chandler trade and a belief in the liberty of thought for all—a rekindling of our faith in tolerance.
- deVighne, H. C. **The Time of My Life.** Philadelphia: J. B. Lippincott Co. 1942. 336 pp. \$3.00. A graphic picture of Alaska's transition from an isolated frontier region into a modern and strategic outpost of our way of life told through the biography of a frontier doctor who lived there and ministered to its people for more than 30 years.
- Vigil, C. C. **La Hormiguita Viajera.** Forest Hills, New York: Las Americas Publishing Co. 98-09 65th Road. 1943. 49 pp. 50 cents. A Spanish and English text of the wandering of Hormigueta, a little ant who had self-reliance and other inner qualities.
- Waldeck, T. J. **Jamba the Elephant.** New York: The Viking Press. 1942. \$2.00. From earliest days, man has had an ungovernable curiosity about his fellow animals. Menageries have always existed, and, later, public zoos. Books of "Beasts & Briddes" have been eagerly pored over, since books have been. But now, in our time, we have a particular kind of approach to the animal kingdom—not a zoo sign, nor a zoological description, but the life under the laws of nature through a creature's own eyes.
- Waltz, G. H. Jr. **Jules Verne.** New York: Henry Holt and Co. 1943. 223 pp. \$2.50. The first American biography of this great prophet. It contains much fresh material.
- War and Peace Aims.** Special Supplement No. 1 to the **United Nations Review.** New York: United Nations Information Office, 610 Fifth Avenue. 1943. 136 pp. 25 cents. A collection of extracts intended to meet the need for a convenient survey of official statements on war and peace aims which have so far been made by heads of state, members of governments, and authorized spokesmen. The questions touched on are largely international in scope. Excellent for social studies class use. Seven major topics covered, chronologically arranged by countries alphabetically listed.
- Warfel, H. R. and Manwaring, E. W. **Of the People.** New York: Oxford University Press. 1942. 700 pp. \$2.30. A collection of articles that relate to the American way of life. An excellent book of readings taken from older sources as well as from present-day articles as examples of good journalism. Notes, questions, and exercises in the appendix tends to unify the entire volume and invite discussion as well as encourage writing.
- Welling, Richard. **As the Twig is Bent.** New York: Putnam's Sons. 1942. 295 pp. \$3.00. The life story of the author who has done much to emphasize the importance of training and having pupils participate in school government. Here he makes a strong plea for it. The school should give its pupils a share in governments since democracy cannot be taught by merely talking about it.
- West, Wallace. **Our Good Neighbors in Latin America.** New York: Noble and Noble. 1942. 388 pp. \$2.00. The story of an American professor who with his wife and daughter toured through Latin America to study these countries first hand. Through their adventures the readers learn the geography, history, folklore, and industries of each.
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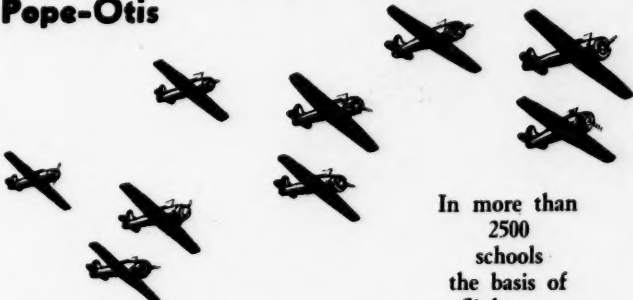
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